

From: [Michelle Yount](#)
To: [1490Comments](#)
Date: Thursday, March 03, 2016 8:09:47 AM

The Biology teachers here in Mexico have looked at the proposed standards. We have concerns on the standards for the section Cycles of matter and Energy Transfer in Ecosystems and Organization for Matter and Energy Flow in Organism.

We don't understand which standards will be for Bio I vs. Bio II etc, and we have concerns that if these are for Biology I students that it is too much to properly get to the students in the time frame that we have.

For example, we discussed that we do not talk about chemosynthesis in Biology I.

Our main concern with the standards that were sent out is, again, that we don't know which standards will be required for which Biology course, and that if all of those standards are required for Biology I that it is a lot of information to get across in one school year. We are already crunched for time in getting all the information taught as it is.

Thanks for sending out the standards for us to look at and comment on.

--

Michelle Yount
MHS Science-Dept. Chair
573-581-4296 Ext. 3025

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From: [Eric Flack](#)
To: [1490Comments](#)
Subject: Comments on Updated Proposed Learning Standards
Date: Thursday, March 03, 2016 8:33:23 AM

To Whom It May Concern,

As we reviewed the Updated Proposed Learning Standards, we see many items that we would like changed. Those items have been documented by our district curriculum specialists and were submitted through the feedback system.

This email is to request that if the standards are approved and allowed to move forward they be implemented over time and not all at once. Our district has a long-standing practice of having teachers work in teams to write the curriculum and develop assessments and resources that support student learning. Over the past 6 years, the district has devoted a significant amount of financial resources to complete a K-12 district curriculum re-write in all areas. We feel strongly that we have a good curriculum in place that supports student learning. Staggering the implementation of the new curriculum standards would give us time to process the new standards and align curriculum and resources.

Many thanks for your consideration.
Eric P. Flack, Ed.D.

Eric P. Flack, Ed.D.
Executive Director of Curriculum and Professional Development
Lee's Summit R-7 School District
301 NE Tudor Road
Lee's Summit, MO 64086

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From: [Anne Burgio](#)
To: [1490Comments](#)
Cc: [Kristin Goehri](#)
Subject: Middle School ELA Standards
Date: Thursday, March 03, 2016 8:46:25 AM

Our entire district middle school English Language Arts department took some time yesterday to look at the proposed new Missouri Learning Standards. We had some comments/questions/concerns that we would like to bring up.

In grade 6-8 figurative language is mentioned but never what figurative language. Where on one side teachers appreciate the flexibility of being able to bring in what figurative language they feel best fits with what they are studying, they are nervous that it mean that middle school students can be tested on any and all figurative language.

In the reading literary text standards there is mention of understanding visual elements. They would appreciate more explanation about what is meant by that. Text features?
Charts/graphs?

Overall they felt that the standards were vague. Again, on one hand they love having the flexibility of the standards the way they are written, but that leaves them unsure of what students will be tested on.

In terms of language they appreciate that the language standards are now within the writing standards however they would appreciate some more articulation. Are we really to assume that everything was taught in elementary and all middle school needs to do is reinforce it through writing? There is very little, if any, word work (root words, affixes, etc.)

We appreciate the opportunity to look at the standards before they are voted on. Overall we are happy with the standards however we feel like some more direction is needed in some areas.

Thank you,

--

Anne Burgio
Truman Middle School
Mentor
English Department Chair
[314-729-2400 X 7232](tel:314-729-2400)

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From: [Stephanie Paris](#)
To: [1490Comments](#)
Subject: Missouri Learning Standards
Date: Thursday, March 03, 2016 10:04:01 AM

To Whom It May Concern,

It is in my opinion that cursive writing should not be part of the 2nd grade language learning standards. At this grade level, most students are still developing their fine motor skills. Printing legibly is difficult enough for some of them. It would also be in the best interest of all students in Missouri for the state to finally come to a decision as to what teachers are supposed to teach. This process had been going on entirely too long. Thank you.

Stephanie Paris

From: [Dave Imler](#)
To: [1490Comments](#)
Cc: [Jenny Ulrich](#); [Sue Emmons](#); [Dana Imler](#)
Subject: HB 1490
Date: Thursday, March 03, 2016 10:27:19 AM

To whom it may concern,

I recommend that Missouri **not** adopt the currently proposed updates to the Missouri Learning Standards in Science, but instead move toward adoption of the rigorously developed Next Generation Science Standards (NGSS) in their entirety, ***including the elementary grades***. As more states, districts, and professional organizations move toward NGSS, a vast amount of high quality resources are being developed to support and align with these standards. If Missouri chooses to maintain its own unique set of standards, Missouri teachers will receive only a limited benefit from these developments as well as fewer opportunities to collaborate with the larger community of science educators nationally. Students not learning the NGSS will not only suffer from a relative lack of resources and collaborative opportunities for their teachers, but will also not be on the same footing as peers from other states when it comes to college and career readiness, competition for scholarships, and other competitive academic opportunities.

On behalf of my colleagues, I would also recommend that no updates be made to the current standards for math, language arts, or social studies. Teachers at our school have spent countless hours in the last few years re-writing curriculum to align with Common Core. If significant changes to our standards are made now, these teachers and their students would suffer the same disadvantages mentioned above, and all the curriculum work they have done up to this point will be lost.

Thank you,
Dave Imler
5th/6th Grade Science Teacher
Lonedell R-14

From: [Haley Hatfield](#)
To: [1490Comments](#)
Subject: Compensation of time
Date: Thursday, March 03, 2016 11:06:26 AM

The new standards are well-written and easy to interpret. They are very "user-friendly." :)

My only suggestion would be that teachers be compensated for the time they will need to create/find new resources for the standards that have changed significantly (primarily, Social Studies).

Thank you for considering teacher feedback.

ELA 6-12 Proposed Standards Feedback

Reading Literary Text

- RL1B6-12 Provide list of examples or types of affixes in the progressions. The fear is that teachers will teach the same set of most commonly used affixes.
- RL1C6-12 “Interpret visual elements of a text.” It is unclear what this standard refers to. Pictures? Fonts/ spacing? Headings? Poetry? Does it include digital media elements? Also lacks specificity in the grade progressions.
- RL2A7-8 Define the progression between grades 7-8 with author’s choice.
- RL2B11-12 Put satire, sarcasm, irony, understatement back in if that is still the expectation.
- RL2D8-12 Put examples of literary devices in grade 8 and examples of author’s choices in 11-12.

Reading Informational Text

- RI1B6-12 Provide list of examples or types of affixes in the progressions. The fear is that teachers will teach the same set of most commonly used affixes.
- RI1C6-12 “Interpret visual elements of a text.” It is unclear what this standard refers to. Pictures? Fonts/ spacing? Headings? Does it include digital media elements? Also lacks specificity in the grade progressions.
- RI2A7-8 Provide a definition for the progression between grades 7-8 with author’s choice.
- RI2B7 Who does “others” refer to? Please define.
- RI3A7-12 Provide examples of the types of media and techniques unique to each. Grades 7-8 have same progression. Is there a way to split it up?
- RI3B11-12 What does “articulate the complexity of the issue” look like for students?

Writing and Researching

- WR3A9-12A Organization and Content- The progression from 9-10 to 11-12 needs clarification with “enhance the reader’s understanding of and experience with the text.” How can that be defined?
- WR3A6-12C Conventions of standard English and usage: Identify which elements of punctuation need to be taught at each level to prevent repetition.

Speaking and Listening

- SL1A9-10 May be missing some words? Hard to follow compared to the other grades.

From: [Amy Youngblood](#)
To: [1490Comments](#)
Subject: Feedback on Proposed Math Standards.
Date: Thursday, March 03, 2016 11:11:39 AM

After reviewing the proposed math standards it is clear the K-5 and the 6-12 groups did not communicate because of the gap now present. One of the most concerning items of the proposed standards is a return to the mile wide inch deep in K-5, there is no longer a focus on few important ideas which will lead to students have a true understanding of the content. For example, returning time and money to Kindergarten is not developmentally appropriate and by adding it back into the kindergarten standards is going to take time away from understanding numbers and adding and subtracting. Overall, Missouri students would be better served to stick with our current Missouri Learning standards.

Amy Youngblood
Nixa, MO

From: [Jared Terry](#)
To: [1490Comments](#)
Subject: Comments on new standards
Date: Thursday, March 03, 2016 11:12:01 AM

Mathematics:

Overall, the standards are better than the previous CLE's, but seem very watered down compared to the CCSS. We have concerns over the placement of the conic sections as well as some of the probability statistics objectives.

Example:

- GMD B1 Is this Conic Sections? We never found an ellipse or hyperbola specifically mentioned.
- GPE A2 This objective might fit better with conic sections, or placed in Algebra 2.
- DS A6 Analyze decisions and strategies using probability outcomes. How would this be assessed?

Social Science

Some of the standards for Government are vague, and certainly set the bar very high in terms of the level of analysis. There is a lot of room for interpretation of these types of standards, which concerns me. What if I interpret these concepts differently than the people writing the assessment?

Example: "Analyze changing ideals regarding an "active judiciary" in United States government over time.

Active judiciary is a subjective term in the first place, and where would I look to discover what the ideals are or were? This would be a challenge for me, but I think I could write a dissertation on the topic. It might take me a while . . .

ELA

- I am very disheartened about the new ELA standards.
- Overall, they are less stringent and more juvenile than both the Course Level

Expectations and Common Core State Standards.

- The level of rigor that was previously in place is not in the new standards.
- Even the layout of the standards does not seem to make sense!
- I wish the new standards were based on the complete layout of the Course Level Expectations!
 - scaffolding was present
 - measurable
 - they allowed me, as a teacher, to know what was expected of each high school ELA class
- The standards from 6-12 grade show little scaffolding to no scaffolding.
- Some of the standards are too vague, read more like an activity that might take place in an lesson, and are not measurable.

For example:

Reading Literary Text 1.A: Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- This standard is word for word the same for 6th and 7th grades with the only change in 8th grade are the word “strongly” added before supports
- 9th and 10th grade are lumped together again like they were in the CCSS. The wording is only slightly different from 6th grade with the words “relevant and thorough” added.
- 11th and 12th grade are lumped together again like they were in the CCSS. The only difference is that at the end of this standard “including where the text leaves matters uncertain”.
 - What do the added words even mean?

Reading Literary Text 1.B is word for word the same from 6th-12th grade.

- So if a student masters that standard in 6th grade, should that student be tested on that again for all of the other grades.

Reading Literary Text 1.C Interpret the visual elements of text and draw conclusions from them (when applicable).

- word for word the same from 6th-12th grade.
- So if a student masters that standard in 6th grade, should that student be tested on

that again for all of the other grades.

- Why is this a standard for reading literary texts?
- How would this be assessed?

Reading Literary Text 2. A Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

- exact same wording from 6th-8th grade
- little word choice change from 9-12th grade
- How would this be measured and assessed?
- Why is the word "aesthetic" added to the 11-12 grade standard?
 - How would the word aesthetic be measured or assessed?

Reading Literary Text 2.B

- Grade 9-10 standard is missing some words!!
- Grade 11-12--What does this even mean? "Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what it implied"

Positives:

Reading Literary Text 1.D

- is an example of a well written standard
- scaffolds from 6th-12th grade
- measurable

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Dr. Jared Terry
Director of Curriculum, Instruction, & Assessment
Spokane R-VII School District
417-443-3502 ext. 317
terryj@spokane.k12.mo.us

From: [Theresa Rombach](#)
To: [1490Comments](#)
Subject: Comments on ELA Crosswalks for 4th grade
Date: Thursday, March 03, 2016 11:24:46 AM

I am writing to provide feedback on the 4th grade ELA standard R3B. After reading over it and discussing with several colleagues and administrators, we would like to bring our concerns to your attention. In this learning target it states that we are to compare Fiction works to the biography or autobiography (the example being Laura Ingalls Wilder). If it is a fiction text, it might not be based on a real persons life? If the target were to compare a biography to an autobiography, or a fiction work to a non-fiction work it would make sense, but fiction to biography is not something we would find many resources for. Please review and clarify this target: what is the student learning outcome?

Thank you for your consideration,
Theresa Rombach
4th Grade Cedar Springs Elementary

Please note my email address has changed to trombach@northwestschools.net

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From: [Haistings, Jeanine](#)
To: [1490Comments](#)
Subject: Comments on Elementary Mathematics Standards
Date: Thursday, March 03, 2016 11:31:24 AM

I would like to comment on the Elementary Mathematics Standards that have recently been reformatted.

MY BIGGEST COMPLAINT:

WHERE ARE THE STANDARDS OF MATHEMATICAL PRACTICE!!!!!!!!!!

THESE STANDARDS NEED TO BE IN THIS DOCUMENT!!!!!!

The SMPs have revolutionized some of the classroom I work with. These standards have encouraged mathematical discourse where teachers never had students talk. The SMPs have raised the expectationS of our students. We can't let these go. These ideas have been in our mathematical community from when NCTM published the Process Standards, but the CCSS made sure everyone saw these amazing ideas. Please don't put these in a separate document, they need to be right there with the curriculum standards.

1. The reformatted is not helpful for teachers!!!! There are many places that like standards (similar stands) are not aligned. If the purpose of the new format was to show progressions, this was NOT achieved. For example look at the Geometry and Measurement. In K on page 22 Working with Time and Money is addressed. Working time and money for 1st and 2nd grade should be aligned with K. The organization is not making sense and will not help schools work on alignment between grade levels. The standards that are the same row should be in the same strand of learning.

It almost looks like someone has made a big mistake. **This would be an embarrassment for our state.** It shows no mathematical content knowledge. Another example, page 5. Why is comparing numbers in two different line (2,3)? Page 5 again, in one line it goes from counting and reading numbers to multiples. There is an example of this on almost every page.

2. To help the reader make sense of this information and to help the people organizing these standards I believe that A under Number Sense should have a name/title. If you can't give everything in a row a title or name, then there is a problem. The CCSS format helped us see the growth and where the focus would be in the progression of a strand.

3. Ideas are still missing. For example Cardinal number is not the only type of number K should learn. What about ordinal and nominal number. Students see number used in their lives in many different ways. They need to be taught these concepts.

4. Edit – should it be ten(s) or tens? Be consistent through out the document. There are other issues such as this.

5. It is not specified if students must learn standard American algorithms for operations such as division

with multi-digit numbers.

6. Why in second grade (page 7) does it say that students should be able to add up to a two digit number, but right below it, students should be able to add and subtract within 1000? This is does not make sense.

Overall this format of this document is VERY FRUSTRATING!!! You may want to go back to what the committee originally proposed. This will be horrible for schools and teaching to work with, please take this back to the drawing board and **INCLUDE THE STANDARDS OF MATHEMATICAL PRACTICE!**

I will answer questions or discuss any of these issues.

Jeanine L. Hastings, Ph. D.

Associate Professor of Education

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From: [Ashley Schetter](#)
To: [1490Comments](#)
Subject: Math Feedback
Date: Thursday, March 03, 2016 12:34:16 PM

I have looked over the proposed math standards for Missouri. My concern is the organization of the standards and the word choices for the strands. It has been very helpful for teachers to have the current organization and wording when looking for quality resources online because they are coded the same as other states. If the organization and the wording of the strands changes, it will be much more difficult for teachers to find resources available nationwide to use for instructional purposes.

Thanks,
Ashley Schetter
Brookside Charter School

From: [Laura Link](#)
To: [1490Comments](#)
Subject: MO Learning Standards
Date: Thursday, March 03, 2016 1:27:58 PM

I would like to see the Missouri Learning Standards (MLS) stay as they are now. These standards are aligned across the grade levels and have no gaps in curriculum. We also have access to a multitude of resources for the MLS that have been aligned. We've already put a lot of work into aligning our lessons, assessments, and interventions to the standards. We've used the available resources to enhance our students' learning. Sincerely, Lauri Link

--

[Lauri Link](#)
[1st grade teacher](#)
[Gerald Elementary School](#)

From: [Joey O'Neal \(via Google Docs\)](#)
To: [1490Comments](#)
Subject: ELA 6-12 Proposed Standards Feedback
Date: Thursday, March 03, 2016 1:57:16 PM
Attachments: [ELA 6-12 Proposed Standards Feedback.pdf](#)

[Joey O'Neal](#) has attached the following document:



ELA 6-12 Proposed Standards Feedback



Hello,
Thank you for taking time to consider this feedback. We at Jackson R-2
Schools appreciate all you are doing to help teachers.
Sincerely,

Joey O'Neal, Instructional Facilitator

Google Docs: Create and edit documents online.



ELA 6-12 Proposed Standards Feedback

Reading Literary Text

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- RL1C6-12 “Interpret visual elements of a text.” It is unclear what this standard refers to. Pictures? Fonts/ spacing? Headings? Poetry? Does it include digital media elements? Also lacks specificity in the grade progressions.
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- RI2B7 Who does “others” refer to? Please define.
- RI3A7-12 Provide examples of the types of media and techniques unique to each. Grades 7-8 have same progression. Is there a way to split it up?
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Writing and Researching

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- WR3A6-12C Conventions of standard English and usage: Identify which elements of punctuation need to be taught at each level to prevent repetition.

Speaking and Listening

- SL1A9-10 May be missing some words? Hard to follow compared to the other grades.

From: [Bob Glasgow](#)
To: [1490Comments](#)
Subject: Comment on updated k-12 mathematics Missouri Learning Standards
Date: Thursday, March 03, 2016 2:05:34 PM

I am disappointed that the inclusion of the **standards for mathematical practice** (process standards) were left of the updated version of the Mathematics Missouri Learning Standards. As a member of the workgroup that worked on the 6-12 standards, I believe our group felt very strongly that those standards were equally as important as the content standards. That is why we included them at the beginning of every grade level standard. This is not something new, the Missouri Show Me standards included process standards and we intended to make it clear that we want teachers and students to be focusing on “how” mathematics is done. I hope that the **standards for mathematical practice** will be viewed as important standards at every grade level in mathematics and will be an integral part of the final document.

Bob Glasgow

Professor, Mathematics Department

Southwest Baptist University

Bolivar, MO 65613

417-328-1597

From: [Lynne Krimmel](#)
To: [1490Comments](#)
Subject: Proposed standards
Date: Thursday, March 03, 2016 2:29:42 PM

I propose to keep the GLE's and not move to a new set of standards. This is based on two reasons.

1. I know we are also looking at NGSS standards. It makes sense to stay with what we have until we know for sure if we are moving to NGSS.
2. MO Learning Standards give a very board statement. This corresponds to the Strands in the GLE's. The positive about the GLE's is they also provide more details about what is included in the board statement/strand.

Lynne Krimmel
6th Grade Science Teacher
Owensville Middle School

573-437-2172

From: [Killion, Kurt](#)
To: [1490Comments](#)
Subject: Proposed Missouri learning standards
Date: Thursday, March 03, 2016 2:30:45 PM

I was especially disappointed that the examples were left out (the reason I was told is because it looked like a “curriculum” was being endorsed). I would argue that without the examples, with a focus on the conceptual emphasis, and without an explicit link to the math practices, both the implemented curriculum as teachers/districts try to use the new standards AND the assessment writers will possibly be making decisions that miss the intent of the standards. I have heard the reasons for doing this and still believe that any political/structural benefit will be significantly outweighed by the loss of cohesion and fidelity when the content standards are stripped of the practices and examples. We should be using standards that have a chance to really inform stakeholders rather than standards that fit the **old** mold of what standards should be!

Making examples and math practices available as a supplement generates a very sterile set of standards and intended understandings will many times be lost when the supplement is not accessed or coordinated with the content standards.

Kurt Killion
Professor of Mathematics Education
Department of Mathematics
Missouri State University
(417) 836-6385

From: [JT Flora](#)
To: [1490Comments](#)
Subject: Standards for Social Studies 5th grade
Date: Thursday, March 03, 2016 2:48:52 PM

I have read through the standards proposed and what I have realized is many of the concepts have been shifted from an upper grade down to 1 grade lower (what was introduced in 5th grade is now being introduced in 4th grade) and more has been added to teach throughout the year. The problem with doing this is the concepts that are being taught in 5th grade already are hard for students to comprehend. Their cognitive level is still young. Students struggle now with just introducing Declaration of Independence and Constitutional concepts. Trying to take it another level down means that they are going to be taught the information in 4th grade and then in 5th grade the teacher will have to reteach it all because their learning ability wasn't ready for it yet. This takes away valuable time of teaching other concepts in 5th grade that students could be advancing in.

In Standard 1 A. it is listed that fifth grade will go from "Identify important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed" to "Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events." This would imply that 4th grade would have to introduce American documents and vocabulary to students and they would have to understand what the document is and why it came to be before 5th grade would be able to apply this. Their cognitive level is growing but these concepts are at a higher cognitive level than they are ready for and this new standard shows that you want to make introducing the concept happen another year earlier. At this point upper level thinking will not be taught to its potential and understanding will be less than what it is now at a higher grade level.

At my district we have been working very hard on a rigorous curriculum that challenges the students and advances them in 21st century skills as well as cross curriculum ties and higher level thinking. We have taken the old standards and GLE's and have created an in-depth curriculum based on power standards that challenge our current student levels of thinking to higher level. We have worked very hard on this curriculum over a 3 year period and our students are being challenged to a very high level and data is showing this. I also think adding more standards should not be done. It is hard enough to teach to a higher level of thinking, which does take time to do, but to add more standards than we already have and teach to a level they are not ready for is asking for problems. By doing this I foresee teachers skimming over each standard to make sure they touch on each one, less higher level thinking being taught, less in-depth concepts and complete understanding, and poorer results over all for the state and our nation. I highly recommend not changing the standards at this time. I believe to bring students to a higher level of thinking doesn't mean changing the standards (they are not broken) but having each teacher "own" their curriculum. What I mean by this is having each individual teacher break down the standards already given, get a true

understanding of what is to be learned, and create a curriculum that fits their student needs building a higher level of thinking in the process (more challenging assignments, projects, engaging in real life situations using technology and other means).

Thank you for your time.

Mr. Jacob Flora
Middle School Social Studies Teacher
Lonedell R14

From: [HEPBURN, CARRIE](#)
To: [1490Comments](#)
Subject: ELA Comments
Date: Thursday, March 03, 2016 4:08:22 PM
Attachments: [ELA K5 Crosswalk.pdf](#)

To Whom It May Concern:

I am writing in regards to the newly proposed ELA K-5 standards. I have significant concerns with the new standards, I have attached the crosswalk with 100+ comments specifically giving feedback on the newly proposed standards. If I had more time I would be able to give more specifics, feel free to contact me if you need more.

My overall concerns regarding the standards are:

- Lack of research to support the newly proposed standards
- Lack of vertical alignment and skills building upon one another
- Low level of rigor, students identify vs apply a skill
- Teachers are asked to cover MORE standards
- Lacks opportunity for language development, especially important in primary and for our students who struggle
- Very short-sighted, won't align to 21st Century standards, lacks opportunity for communication, collaboration, and critical thinking
- Low level skills are brought back: a,b,c order, using a dictionary (most teachers use technology), follow 1-step, 2-step, 3-step, and multi-step directions
- Opportunities to close read or dig deep into a topic have been eliminated
- Developmentally appropriate texts? Who deems what is developmentally appropriate (what does research say?)
- Lack of an academic researcher endorsing the standards

Finally, I think it's important for DESE, legislatures, and communities to think about the effects of changing not only ELA, but science, social studies, and math standards at once. Districts will be forced to purchase new materials on a shoe string budget, one that isn't already fully funded, and in communities that can't or won't support tax increases. Districts will need curriculum leaders to attend Professional Development on the new standards and give professional development on the new standards to administrators, teachers, and communities, which costs money and time. Finally, the stress it places on our teachers and students doesn't lead to a conducive environment for learning. I am certainly not against change, however we need to make sure the changes we are making are best practice and have strong research behind them to make the change worthwhile. It's what our kids deserve!

Sincerely,
Carrie Hepburn
ELA Content Leader
Francis Howell School District
(636) 851-6341

The great aim of education is not knowledge but action. ~Herbert Spencer

Currently Reading:

In the Best Interest of Students: Staying True to What Works in the ELA Classroom by Kelly Gallagher

Daring Greatly by Brene' Brown

Major Concerns: Many more standards to cover, less rigor, lacks opportunity for language development for our students to be successful in reading and writing, no research to back it, students are applying skills, S&L is lacking, won't align well with 21st C skills.

K-5 ELA CROSSWALK

Language


Communicate using conventions of English language






Grammar







Things that will be removed

Things that will be added

| Code | Proposed Standards | Code | Current MLS |
|---------------------|---|-------|--|
| L1A Kdg | <p>In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> a. print in upper and lower case letters b. identify naming words (nouns) and action words (verbs) (e.g., dog, cat, walk, run) c. add "-s" to plural words when speaking d. express time and space (e.g., on, off, in, from, to, with, above, below) e. demonstrate the use of complete sentences in shared language activities (e.g., show and tell) f. use question words in sentences (e.g., who, what, where, when, why, how) | L.K.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print many upper- and lowercase letters.</p> <p>Use frequently occurring nouns and verbs.</p> <p>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>Produce and expand complete sentences in shared language activities.</p> <p>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> |
| L1A 1st | <p>In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> a. print legibly, using correct spacing between words and sentences b. use nouns and action verbs that designate past, present, and future in sentences (e.g. The girl jumped. The boy jumps. The dog will jump.) c. use adjectives/adverbs in sentences (e.g., big, pretty; quietly, quickly) d. use the conjunctions and, but, and so in sentences e. use the articles a, an, and the in sentences f. correctly use question words (who, what, where, when, why, how) <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> | L.1.1 | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Print all upper- and lowercase letters.</p> <p>Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>Use frequently occurring adjectives.</p> <p>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>Use determiners (e.g., articles, demonstratives).</p> <p>Not in current standards</p> <p>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> |
| L1A 2 nd | In speech and written form, apply standard | L.2.1 | Demonstrate command of the conventions of |

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| | <p>English grammar to:</p> <p> write legibly (print, cursive)</p> <p>b. identify and correctly use nouns and pronouns in writing (e.g., The dog ran. It ran fast.)</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>c. identify and use regular verbs (e.g., run, sit, stay)</p> <p> d. identify and use helping verbs with regular verbs (e.g., has jumped, can jump, will jump)</p> <p>e. correctly use adjectives and adverbs in sentences</p> <p> f. identify declarative and interrogative sentences</p> <p>Not in proposed standards</p> | <p>standard English grammar and usage when writing or speaking.</p> <p>Not in current standards</p> <p>Use common, proper, and possessive nouns. (grade 1)</p> <p>Use collective nouns (e.g., group).</p> <p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>Use reflexive pronouns (e.g., myself, ourselves).</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Grade 1)</p> <p> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> |
| L1A 3rd | <p>In speech and written form, apply standard English grammar to:</p> <p> a. write legibly (print, cursive)</p> <p>b. correctly use irregular verbs (e.g., ate, ran, spoke)</p> <p>c. use helping verbs with irregular verbs (e.g. has eaten, have run, had spoken; has been)</p> <p>Not in proposed standards</p> <p>d. identify complete subject and complete predicate in a sentence</p> <p>Not in proposed standards</p> <p>e. identify and use comparative and superlative</p> | <p>L.3.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Not in current standards</p> <p>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (Grade 2)</p> <p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>Not in current standards</p> <p>Form and use regular and irregular plural nouns.</p> <p>Form and use comparative and superlative</p> |

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| | <p>adjectives and adverbs (e.g., good, better, best; more fun, most fun)</p> <p>f. identify and use demonstrative adjectives (e.g., this, that, these, those)</p> <p>g. correctly use subject/verb agreement in sentences (e.g., we eat, he eats)</p> <p>h. use irregular “be” verbs (e.g. am, is, are, was, were)</p> <p>Not in proposed standards</p> <p>I. identify imperative and exclamatory sentences (e.g., Please, shut the door. The house is on fire!)</p> <p>Not in proposed standards</p> <p>j. identify 1st, 2nd, and 3rd person pronouns and their antecedents (e.g. The student brought his book to class. The students brought their books to class.)</p> <p> k. identify sentence fragments and run-on sentences</p> | <p>adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Not in current standards</p> <p>Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). (Grade 1)</p> <p>Form and use regular and irregular verbs.</p> <p>Use abstract nouns (e.g., <i>childhood</i>).</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Grade 1)</p> <p> Produce simple, compound, and complex sentences.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.*</p> <p> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (Grade 4)</p> |
| L1A 4 th | <p>In speech and written form, apply standard English grammar to:</p> <p> a. write legibly</p> <p>b. use the “be” helping verbs with “ing” verbs (e.g., is running, were jumping, is being)</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>c. correctly use progressive verbs to show past, present, and future (e.g., I was reading; I am reading; I will be reading.)</p> <p> d. identify and use adverbs in writing (e.g. quickly, fast, not, very)</p> <p>e. correctly use subject/verb agreement with 1st, 2nd, and 3rd person pronouns (e.g., I sing. We sing. You sing. He/She sings.</p> | <p>L.4.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Not in current standards</p> <p>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified. (Grade 2)</p> <p>Ensure subject-verb and pronoun-antecedent agreement.* (Grade 3)</p> |






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|  | <p>They sing.)</p> <p>f. identify and use prepositions correctly in a sentence (e.g., The girl in the dress read the poem. Kaheem hit the ball through the window.)</p> <p>Not in proposed standards</p> <p> Identify the four types of sentences (e.g., interrogative, exclamatory, declarative, imperative)</p> <p>h. correctly use pronoun antecedent agreement in sentences (e.g., The boy took his bicycle to town. Jan and I went to town. Jan went to town with me.)</p> <p> i. correct sentence fragments and run-on sentences in writing</p> <p>j. recognize the difference between coordinating conjunctions (e.g., for, and, nor, but, or, yet, so) and subordinating conjunctions (e.g., when, because, if, while)</p> | <p> Form and use prepositional phrases.</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Grade 1)</p> <p>Ensure subject-verb and pronoun-antecedent agreement.* (Grade 3)</p> <p> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (Grade 4)</p> <p>Use coordinating and subordinating conjunctions.</p> |
| <p>L1A 5th</p> | <p>In speech and written form, apply standard English grammar to:</p> <p> a. write legibly</p> <p>b. identify and correctly use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</p> <p> Not in proposed standards</p> <p>c. correctly identify and use relative pronouns (e.g., who, which, that) and relative adverbs (e.g., where, when, why)</p> <p>d. use pronouns consistently across a text (e.g., pronoun-antecedent agreement)</p> <p>e. identify and accurately use verb tenses (e.g., past, present, future)</p> <p>f. correct verb tenses for consistency (e.g., past or present)</p> <p>Not in proposed standards</p> | <p>L.5.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>No in current standards</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Grade 3)</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (Grade 4)</p> <p>Ensure subject-verb and pronoun-antecedent agreement.* (Grade 3)</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Recognize and correct inappropriate shifts in verb tense.*</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor).</p> |

Language

Communicate using conventions of English language

Punctuation, Capitalization, Spelling

| Code | Proposed Standards | Code | Current MLS |
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| L1B Kdg | <p>In written text:</p>  <p>a. recognize that a sentence ends with punctuation marks </p> <p>b. capitalize own first and last name</p> <p>c. recognize that the first word in a sentence is capitalized</p> <p>d. capitalize the pronoun I</p> <p>e. name the printed letters that match the sound </p> <p>f. recognize appropriate sight words</p>  <p>g. use inventive spelling with beginning, final, and medial sounds</p>  <p>h. name letters for consonant and vowel sounds</p> <p>i. use correct spelling of own first and last names</p> | L.K.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Recognize and name end punctuation.</p> <p>Not in current standards</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Not in current standards</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>Not in current standards</p> |
| L1B 1 st | <p>In written text:</p> <p>a. identify names of ending punctuation (e.g., period, question mark, and exclamation mark) </p> <p>b. capitalize the first letter of others' first and last names</p> <p>c. capitalize the first letter of the first word of a sentence</p> <p>Not in proposed standards </p> <p>d. spell words using regular spelling patterns (e.g., word families)</p> <p>e. correctly spell appropriate sight words</p> <p>Not in proposed standards</p> <p>f. arrange grade-appropriate words in alphabetical order, to the first letter</p> | L.1.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Recognize and name end punctuation. (Grade K)</p> <p>a. Capitalize dates and names of people.</p> <p>a. Capitalize the first word in a sentence and the pronoun I. (Grade K)</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>  <p>e. spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Not in current standards</p> |
| L1B 2 nd | <p>In written text:</p> | L.2.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |

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| | <p>h. correctly spell words that double the consonant</p> <p>i. correctly spell plural words that change 'y' to 'ies'</p> <p>j. arrange grade-appropriate words in alphabetical order, to the third letter</p> | <p>L. 3.2</p> <p>L.3.2</p> | <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |
| <p>L1B 4th</p>   | <p>In written text:</p> <p>a. correctly punctuate a dialogue between two or more characters</p> <p>b. insert a comma before a coordinating conjunction in a compound sentence</p> <p>c. capitalize proper adjectives (e.g., German chocolate cake, Missouri capitol)</p> <p>d. correctly spell words with suffixes (-able, -ence, -ing) by dropping or leaving the final 'e' (-less, ment, -ly) (e.g., write-writing; amuse-amusement)</p> <p>e. correctly spell words ending in the long 'e' sound (e.g., monkey, flea, genie)</p> <p>f. alphabetize reference sources</p> | <p>L.4.2</p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>a. Use correct capitalization.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> |
| <p>L1B 5th</p>   | <p>In written text:</p> <p>a. use punctuation to separate items in a series (e.g., cat, dog, and fish)</p> <p>b. use a comma before a coordinating conjunction when writing compound sentences</p> <p>c. use a comma to separate an introductory clause in a complex sentence (e.g., When I 'm thirsty, I go get a drink.)</p> <p>d. use a comma to set off the words yes and no</p> <p>e. use italics when keyboarding titles of books, magazines, and newspapers, etc. (e.g., <i>Where the Sidewalk Ends</i>)</p> <p>f. use underlining when writing titles of books, magazines, and newspapers, etc.</p> <p>g. use quotation marks when writing titles of stories, songs, poems, articles</p> <p>h. correctly identify and punctuate compound sentences</p> | <p>L.5.2</p> <p>L.5.2</p> <p>L.5.2</p> <p>L.5.2</p> <p>L.5.2</p> <p> L.1.2</p> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>f. Produce and expand complete simple and compound declarative, interrogative,</p> |


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| | <p>i. correctly identify and use apostrophes in singular nouns to show possession (e.g., train's, zebra's)</p> <p>j. identify and correctly write apostrophes in regular plural nouns to show possession (two books' covers, one hundred peanuts' shells)</p> <p>k. correctly spell grade- appropriate words</p> | <p>L.2.2</p> <p>L.5.2</p> | <p>imperative, and exclamatory sentences in response to prompts. (Grade 1)</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives. (Grade 2)</p> <p>Not in current standards</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> |
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Language Knowledge of Language



| Code | Proposed Standards | Code | Current MLS |
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| | Not in proposed standards | L.2.3 (begins grade 2) | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. |
| | Not in proposed standards | L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English |
| | Not in proposed standards | L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| | Not in proposed standards | L.5.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |

Language Vocabulary Acquisition and Use



| Code | Proposed Standards | Code | Current MLS |
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| | <p>Not in proposed standards</p>  | L.K.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -ess) as a clue to the meaning of an unknown word.</p> |

Reading

Develop and apply skills to the reading process.

Comprehension

| Code | Proposed Standards | Code | Current MLS |
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| R1A Kdg | <p>With assistance, develop and demonstrate reading skills in response to read alouds by:</p> <p>a. predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>b. asking and responding to questions about texts read aloud (e.g., characters, events, and topics)</p> <p>c. retelling main ideas or important facts from a read aloud</p> <p>d. connecting the information and events of a text to life experiences</p> <p>Not in proposed standards</p> <p>e. recognizing beginning, middle, and end</p> | <p>RL.K.7</p> <p>RL.K.1 RI.K.1</p> <p>RL.K.2</p> <p>RI.K.6</p> | <p>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>With prompting and support, ask and answer questions about key details in a text. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>With prompting and support, retell familiar stories, including key details.</p> <p>Not in current standards</p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Not in current standards</p> |
| R1A 1st | <p>With assistance, develop and demonstrate reading skills in response to reading or read alouds by:</p> <p>a. predicting what will happen next using prior knowledge, confirm by "reading the part that tells"</p> <p>b. asking relevant questions (e.g., who, what, where, when and how)</p> <p>c. seeking clarification and locating facts and details about stories and other texts</p> <p>d. retelling main ideas in sequence</p> <p>e. establishing purpose for reading selected texts (with support)</p> | <p>RL.2.1</p> <p>RL.1.2</p> <p>RI.1.2 RL.2.5</p> | <p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (Grade 2)</p> <p>Ask and answer questions about key details in a text.</p> <p>Identify the main topic and retell key details of a text Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Not in current standards</p> |


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| | <p>f. recognizing beginning, middle, and end</p> <p>g. monitoring comprehension and making corrections and adjustments when that understanding breaks down (e.g. identifying clues, using background knowledge, generating questions, re-reading a part aloud)</p> | <p>RL.2.5</p> | <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>Not in current standards</p> |
| <p>R1A 2nd</p>  | <p>Develop and demonstrate reading skills in response to text by:</p> <p>a. using text features (e.g., illustrations, titles, key words, foreshadowing, headings, table of contents) to make and confirm predictions, or explain why not confirmed</p> <p>b. asking relevant questions, seeking clarification, and locating facts and details about stories and other texts and supporting answers with evidence from text</p> <p>c. retelling a story's beginning, middle, and end</p> <p>d. establishing purpose for reading selected texts</p>  <p>e. monitoring comprehension and making corrections and adjustments when understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a part aloud)</p> | <p>RL.2.7</p> <p>RI.1.6</p> <p>RL.2.1</p> <p>RL.2.2</p> | <p>Use illustrations and details in a story to describe its characters, setting, or events. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Not included in current standards</p> <p>Not included in current standards</p> |
| <p>R1A 3rd</p> | <p>Develop and demonstrate reading skills in response to text by:</p> <p>a. using text features (e.g., illustrations, titles, topics, sentences, key words, foreshadowing, headings, table of contents) to make and confirm predictions, or explain why not confirmed</p> <p>b. asking relevant questions, seeking clarification, and locating facts and details about stories and other texts and supporting answers with evidence from text</p> <p>c. retelling a story's beginning, middle, and end</p> <p>d. establishing a purpose for reading selected texts</p> | <p>RL.3.7</p> <p>RL.3.5</p> <p>RL.3.7</p> <p>RL.3.1</p> <p>RL.3.2</p> | <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using as chapter, scene, and stanza; each successive part builds on what came before. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the text (e.g., create mood, character or setting).</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central theme, moral, or lesson; explain how the text relates to what you already know.</p> <p>Not in current standards</p> |



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| | e. monitoring comprehension and making corrections and adjustments when understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a part aloud) | | Not in current standards |
| R1A 4th | Develop and demonstrate reading skills in response to text by: Continue to address earlier standards as needed and as applies to more difficult texts. | RL.4.10 | By the end of the year, read and comprehend 10. literature, including stories, dramas, and poetry, in the grade complexity band proficiently, high end of the range. |
| R1A 5th | Develop and demonstrate reading skills in response to text by: Continue to address earlier standards as needed and as applies to more difficult texts. | RL.5.10 | By the end of the year, read and comprehend 10. literature, including stories, dramas, and poetry, in the grade complexity band proficiently, high end of the range. |


Reading



Develop and apply skills to the reading process.

Vocabulary

| Code | Proposed Standards | Code | Current MLS |
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| R1B Kdg  | With assistance, develop an understanding of vocabulary by: a. identifying and sorting pictures of objects into conceptual categories (e.g., colors, shapes) Not in proposed standards Not in proposed standards Not in proposed standards b. using a picture dictionary to find words | L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. Not in current standards |

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| R1B 1st | <p>With assistance, develop an understanding of vocabulary by:</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>a. identifying words that name actions (e.g., verbs like jump) and words that name persons, places, or things (e.g., nouns like ball)</p> <p>b. recognizing that compound words are made up of shorter words</p> <p>c. determining what words mean from how they are used in context, either heard or read (e.g., He saw a cat./She cut the branch with a saw.)</p> <p>d. identifying and sorting words into conceptual categories (e.g., opposites, living things)</p> <p> Not in proposed standards</p> <p>e. alphabetizing a series of words to the first letter</p> <p>f. locating words in a dictionary</p> | <p>L.1.4</p> <p>L.1.4</p> <p>L.1.5</p> <p>RL.1.4 RI.1.4 L.1.4</p> <p>L.1.5</p> | <p> b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>Not in standards</p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic), defining or choosing them or by acting out the meanings.</p> <p>Not in current standards</p> <p>Not in current standards</p> |
| R1B 2nd | <p>Develop an understanding of vocabulary by:</p> <p>a. using prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)</p> <p>b. using knowledge of the meaning of individual words to determine the meaning of compound words (e.g., lunchtime)</p> <p>c. use context to determine the meaning of a new word or multiple-meaning word</p> | <p>L.2.4</p> <p>L.2.4</p> <p>RI.2.4</p> | <p>Not in current standards</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> |

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| | <p>d. identify and use words that are opposite (antonyms e.g., up/down, hot/cold) or similar (synonyms e.g., look, glance, peek)</p> <p>Not in proposed standards</p> <p>e. alphabetizing a series of words to the second letter. f. locating words in a dictionary or glossary</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>g. recognizing that some words have literal and non-literal meanings (e.g., idioms <i>take steps</i>)</p> | <p>RL.2.4</p> <p>L.2.4</p> <p>L.2.4</p> <p>L.2.5</p> | <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Not in current standards</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>addition</i>  <i>donal</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases..</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurt</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>Not in current standards</p> |
| R1B 3rd | <p>Develop an understanding of vocabulary by:</p> <p>a. identifying the meaning of common prefixes (e.g., in-, dis-, bi-) and suffixes (e.g., -full, -ed, -less) and knowing how they change the meaning of roots</p> <p>c. using context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (e.g., duck, pitcher, ring, pop)</p> <p>c. identifying and using antonyms, synonyms, homographs (e.g., wind/wind, read/read) and homophones (e.g., to, too, two)</p> <p>d. identifying and applying playful uses of language (e.g., tongue twisters, palindromes, riddles)</p> <p>f. distinguishing the literal and non-literal meanings of words and phrases in context</p> | <p>L.3.4</p> <p>RL.3.4</p> <p>L.3.5</p> | <p>Not in current standards</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take</i></p> |

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| | <p>Not in proposed standards</p> <p> f. alphabetizing a series of words to the third letter</p> <p>g. using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words</p> <p>h. identifying and discussing analogies</p> <p>i. identifying the author's use of similes and metaphors to produce imagery</p> <p>Not in proposed standards</p> | <p> L.3.4</p> <p>L.3.4</p> <p>L.3.4</p> <p>RL.5.4</p> <p>L.3.5</p> | <p>steps).</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (Grade 5)</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> |
| R1B 4th | <p>Develop an understanding of vocabulary by:</p> <p>a. determining the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots (e.g., color), prefixes (e.g., recolor), and suffixes (e.g., colorful), (e.g. discuss the meaning of the common Greek root, graph, to help students understand the meaning of the words telegraph, photograph, and autograph)</p> <p>b. using the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words</p> | <p>L.4.4</p> <p>L.4.5</p> <p>RL.4.4</p> <p>RI.4.4</p> | <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>d. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>Determine the meaning of general academic and</p> |


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| | <p>c. determining a word's part of speech from its suffix (e.g., the noun beauty, the adjective beautiful, the adverb beautifully)</p> <p>d. completing analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____)</p> <p>e. identifying the meaning of common idioms and figurative language (e.g., eager beaver)</p> <p>f. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words</p> <p>Not in proposed standards</p> | <p>L.4.5</p> <p>L.5.5</p> <p>L.4.4</p> <p>L.4.5</p> | <p>domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Not in current standards</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (Grade 5)</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> |
| R1B 5th | <p>Develop an understanding of vocabulary by:</p> <p>a. determining the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots (e.g., use), prefixes (e.g., unused), and suffixes (e.g., useful)</p> <p>b. using context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>c. constructing analogies with known antonyms and synonyms</p> <p>d. identifying and explaining the meaning of common idioms, adages, similes (e.g., as pretty as a picture), metaphors, hyperbole (exaggerations) and other sayings</p> <p>e. identifying and using words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition, etc.)</p> <p>Not in proposed standards</p> <p>f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices</p> | <p>RL.5.4</p> <p>RI.5.4</p> <p>L.5.4</p> <p>L.5.5</p> <p>L.5.4</p> <p>L.5.4</p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>a. Interpret figurative language, including similes and metaphors, <i>in context</i>.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>Not in current standards</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> |

Reading

Develop and apply skills to the reading process.

Making Connections

As students mature and grow as readers, the text level and connections should become more complex.

| Code | Proposed Standards  | Code | Current MLS |
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| R1C Kdg | With assistance, determine connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction) | | Not in current standards |
| R1C 1st | Determine connection between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction) | | Not in current standards |
| R1C 2nd | Determine relevant connections between: a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction) c. text to world (text ideas to experiences in the world) | | Not in current standards |
| R1C 3rd | Explain relevant connections between: a. text to self (text ideas and own experiences) b. text to text (ideas and information in various fiction and nonfiction works, compare and contrast) c. text to world (text ideas to experiences in the world) | | Not in current standards |
| R1C 4th | Explain relevant connections between: a. text to self (text ideas and own experiences) b. text to text (ideas and information in various fiction and nonfiction works, compare and contrast) c. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame) | | Not in current standards |
| R1C 5th | Compare, contrast, and analyze relevant connections between: a. text to self (text ideas and own experiences) b. text to text (ideas and information in various fiction and nonfiction works, compare and contrast) c. text to world (text ideas and the world by responding to literature reflects a culture and historic time frame) | | Not in current standards |

Reading



Develop and apply skills to the reading process.

Independent Text

| Code | Proposed Standards | Code | Current MLS |
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| R1D Kdg | Read independently for sustained periods of time by: | RL.K.10 RI.K.10 | Actively engage in group reading activities with purpose and understanding. Actively engage in group reading activities with |



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| | a. engaging with text as developmentally appropriate (e.g., book walk, tell the story through pictures, read the words) | | purpose and understanding. |
| R1D 1st | Read independently for sustained periods of time by: a. engaging with and reading grade level text that is developmentally appropriate b. producing evidence of reading (e.g., conference, graphic organizer, small group discussion) | RL.1.10 RI.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. With prompting and support, read informational texts appropriately complex for grade 1. |
| R1D 2nd | Read independently for sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading (e.g., paraphrase while maintaining meaning) | RL.2.10 RI.2.10 | By the end of the year, read and comprehend literature, including stories and poetry , in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range . By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| R1D 3rd | Read independently for sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading (e.g., paraphrase, create a journal, participate in book talks) | RL.3.10 RI.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |
| R1D 4th | Read independently for sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading (e.g., paraphrase maintaining logical order, create a journal or reading log, participate in book talks) | RL.4.10 RI.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently , with scaffolding as needed at the high end of the range. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| R1D 5th | Read independently for sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading (e.g. paraphrase maintaining logical order, create a journal or reading log, participate in book talks) | RL.5.10 RI.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |



Reading


Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.

Fiction

| Code | Proposed Standards | Code | Current MLS |
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| R2A Kdg | With assistance, read, infer and draw conclusions | | |

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| | <p>to:</p> <p>a. identify elements of a story, including setting, character, and key events</p> <p>b. retell a main event from a story read aloud</p> <p>c. recognize sensory details</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> <p>d. recognize recurring phrases and characters in traditional fairytales, lullabies, and folktales from various cultures</p> <p>e. describe characters in a story and the reasons for their actions</p> <p>f. discuss the main idea of a well-known folktale or fable and connect it to personal experience</p> | <p>RL.K.3</p> <p>RL.K.2</p> <p>RL.K.5</p> <p>RL.K.6</p> <p>RL.K.9</p> | <p>With prompting and support, identify characters, settings, and major events in a story.</p> <p>With prompting and support, retell familiar stories, including key details</p> <p>Not in current standards</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Nor in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> |
| R2A 1 st | <p>With assistance, read, infer, analyze, and draw conclusions to:</p> <p>a. identify and describe characters, setting, events in logical sequence, problem and solution</p> <p>b. discuss the main idea of a story</p> <p>c. describe sensory details</p> <p>d. explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after.")</p> <p>e. explain the actions of the main character</p> <p>f. connect the meaning of a well-known story or fable to personal experience</p> <p>Not in proposed standards</p> | <p>RL.1.3</p> <p>RL.1.2</p> <p>RL.1.4</p> <p>RL.1.6</p> | <p>Describe characters, settings, and major events in a story, using key details.</p> <p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Identify who is telling the story at various points in a text.</p> |
| R2A 2 nd | <p>Read, infer, analyze, and draw conclusions to:</p> <p>a. identify setting, problem and solution (), identify sequence of events.</p> <p>b. describe main characters in works of fiction, including their traits, motivations, and feelings</p> | <p>RL.2.3</p> | <p>Describe how characters in a story respond to major events and challenges.</p> |

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| | <p>c. identify the big idea or moral lesson as themes in well-known fables, legends, myths, or stories</p> <p>d. compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and sequence of events.</p> <p>e. identify cause and effect relationships</p> <p>f. identify first/third person narration</p> <p>Not in proposed standards</p> | <p>RL.2.2</p> <p>RL.2.9</p> <p>RL.2.6</p> | <p>Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral.</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Not in current standard</p> <p>Not in current standard</p> <p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> |
|  A 3 rd | <p>Read, infer, analyze, and draw conclusions to:</p> <p>a. summarize and sequence the events/plot and explain past events impact on future events</p> <p>b. identify personality traits of characters and how they are revealed through a character's thoughts and actions</p> <p>c. describe the interaction of characters including relationships and their changes</p> <p>d. paraphrase the big idea/themes and supporting details of fables, legends, myths, or stories</p> <p>e. compare and contrast the settings in myths and traditional folktales</p> <p>f. identify differences between fables, folk tales, legends, and myths</p> <p>g. explain cause and effect relationships</p> <p>Not in proposed standards</p> | <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.2</p> <p>RL.3.9</p> <p>RL.3.6</p> | <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p> |
| R2A 4 th | <p>Read, infer, analyze, and draw conclusions to:</p> <p>a. sequence and summarize the plot's main events and explain their influence on future events</p> <p>b. identify personality traits of characters from</p> | <p>RL.4.2</p> <p>RL.4.3</p> |  <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Describe in depth a character, setting, or event in</p> |


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| | <p>the thoughts, words, and actions that reveal their personalities</p> <p>c. describe the interaction of characters including their relationships and the changes they undergo</p> <p>d. compare and contrast the adventures or exploits of characters' roles (e.g., hero/protagonist, villain/antagonist) in traditional and classical literature</p> <p>e. explain whether the narrator or speaker of a story is first or third person.</p> <p>f. explain differences between American tall tales, mysteries, science fiction, and adventure stories</p> <p>Not in proposed standards</p> | <p>RL.4.6</p> <p>RL.4.9</p> | <p>a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Not in current standards</p> <p>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> |
| <p>R2A 5th</p>  | <p>Read, infer, analyze, and draw conclusions to:</p> <p>a. explain the roles and functions of characters in various plots, including their relationships and conflicts</p> <p>b. explain the theme of a work of fiction</p> <p>c. identify and describe the conflict in a story or novel and its resolution</p> <p>d. compare and contrast the themes or moral lessons of several works of fiction from various cultures</p> <p>Not in proposed standards</p> <p>e. identify the differences between fantasies, historical fiction, true adventure stories</p> <p>f. recognize foreshadowing</p> <p>g. explain the effect of a historical event or movement on the theme of a work of literature</p> <p>h. introduce origin myths and acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology</p> | <p>RL.5.3</p> <p>RL.5.2</p> <p>RL.5.9</p> <p>RL.5.6</p> | <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Not in current standards</p> <p>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> |

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| | i. introduce different forms of third-person points of view in stories | RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described |
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Reading

Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.

Poetry

|  Code | Proposed Standards | Code | Current MLS |
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| R2B Kdg | With assistance, read, infer and draw conclusions to: a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds (e.g., nursery rhymes) | | Not in current standards |
| R2B 1 st | With assistance, read, infer and draw conclusions to: a. respond to rhythm, rhyme and alliteration through identifying a regular beat and similarities in word sounds (e.g., nursery rhymes) | RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| R2B 2 nd | Read, infer and draw conclusions to: a. produce examples of rhythm and rhyme b. describe how rhyme, rhythm, and repetition create imagery in poetry c. identify onomatopoeia | RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| R2B 3 rd | Read, infer and draw conclusions to: a. identify examples of alliteration b. identify basic forms of poetry (e.g. couplet, haiku) | RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| R2B 4 th | Read, infer and draw conclusions to: a. identify structural elements of poetry (e.g. rhyme, meter, stanzas, line breaks) | RL.4.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| R2B 5 th | Read, infer and draw conclusions to: a. identify sound elements (e.g. rhyme scheme, couplets, and ABAB) and visual elements (e.g. unusual patterns of punctuation or capitalization) b. identify forms of poems (e.g. dramatic poems with dialogue and action) c. explain how poets use sound effects in humorous poems (e.g. alliteration and onomatopoeia) | RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

Reading

Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.

Drama

| Code | Proposed Standards | Code | Current MLS |
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| R2C Kdg | NA | | |
| R2C 1 st | With assistance, read, infer and draw conclusions | | |




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| | to: a. identify characters and dialogue in a puppet play or performance by actors b. recognize sensory details (e.g. words that describe the five senses) in literary texts | RL.1.4 | Not in current standards Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| R2C 2 nd | Read, infer and draw conclusions to: a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays | | Not in current standards Not in current standards |
| R2C 3 rd | Read, infer and draw conclusions to: b explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed c identify language that creates a graphic visual experience and appeals to the senses | RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using as chapter, scene, and stanza; each successive part builds on Not in standards |
| R2C 4 th | Read, infer and draw conclusions to: a. analyze how characters change from the beginning to the end of a play or film. b. explain structural elements of dramatic literature (e.g. act, scene, cast of characters, stage directions) | RL.4.5 RL.3.5 | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using as chapter, scene, and stanza; each successive part builds on (Grade 3) |
| R2C 5 th | Read, infer and draw conclusions to: a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language | RL.5.5 RL.5.4 | Not in current standards Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |



Reading

Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Text Features

| Code | Proposed Standards | Code | Current MLS |
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| R3A Kdg | With assistance, read, infer and draw conclusions | | |



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| | <p>to:</p> <ul style="list-style-type: none"> a. identify the topic and details in an expository text heard or read, referring to the words and/or illustrations (e.g., bold or italic print) b. use titles and illustrations to make predictions about text c. identify text features (e.g., title, author, table of contents, illustrations, and glossary) d. identify the meaning of specific signs (e.g., traffic signs, warning signs) | <p>RI.K.7</p> <p>RI.K.6</p> <p>RI.K.5</p> <p>Not in current standards</p> | <p>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or ideas in the text an illustration depicts).</p> <p>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Identify the front cover, back cover, and title pages of a book</p> <p>Not in current standards</p> |
| R3A 1 st | <p>With assistance, read, infer and draw conclusions to:</p>  <ul style="list-style-type: none"> a. restate the main idea based upon text features (e.g., title, author, table of contents, illustrations, and glossary) b. identify facts or details using text features c. use text features (e.g., title, table of contents, illustrations) to locate specific information in text d. follow written multi-step directions with picture cues to assist with understanding e. explain the meaning of specific signs and symbols (e.g., map features) | <p>RI.1.5</p> <p>RI.1.6</p> <p>RI.1.7</p> <p>Not in current standards</p> <p>Not in current standards</p> | <p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Use the illustrations and details in a text to describe its key ideas.</p> <p>Not in current standards</p> <p>Not in current standards</p> |
| R3A 2 nd | <p>Read, infer and draw conclusions to:</p>  <ul style="list-style-type: none"> a. identify the main idea and distinguish it from the topic b. locate the facts c. use text features (e.g., table of contents, index, headings) to locate specific information d. use common graphic features to assist in the interpretation of text (e.g., captions, illustrations) e. follow written multi-step directions f. explain the topic of each paragraph in a multi-paragraph text g. state the order of the events or ideas | <p>RI.2.2</p> <p>RI.2.1</p> <p>RI.2.5</p> <p>RI.2.7</p> <p>RI.2.3</p> <p>RI.2.2</p> <p>RI.2.3</p> | <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p>  |

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| R3A 3 rd | <p>Read, infer and draw conclusions to:</p> <ul style="list-style-type: none"> a. explain the author's purpose b. identify the details or facts that support the main idea c. draw conclusions and support with textual evidence d. use text features (e.g., bold print, captions, key words, italics) and graphic features (e.g., charts, graphs, maps) to locate information and make and verify predictions about contents of text  <ul style="list-style-type: none"> e. follow and explain a set of written multi-step directions | <p>RI.3.6</p> <p>RI.3.2</p> <p>RI.3.2</p> <p>RI.3.5</p> <p>RI.3.3</p> | <p>Distinguish their own point of view from that of the author of a text</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Determine the main idea of a text, recount the key details and explain how they support the main idea</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> |
| R3A 4 th | <p>Read, infer and draw conclusions to:</p> <ul style="list-style-type: none"> a. use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information  <ul style="list-style-type: none"> b. determine the sequence of activities needed to carry out a procedure (e.g., following a recipe) c. explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations) | <p>RI.3.5</p> <p>RI.4.3</p> <p>RI.4.7</p> | <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Grade 3)</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> |
| R3A 5 th | <p>Read, infer and draw conclusions to:</p> <ul style="list-style-type: none"> a. use multiple text features and graphics to gain an overview of the contents of text and to locate information b. interpret details from procedural text to complete a task, solve a problem, or perform procedures c. interpret factual or quantitative information (e.g., maps, charts, illustrations, graphs, timelines, tables, and diagrams) | <p>RI.5.7</p> <p>RI.5.3</p> <p>RI.5.7</p> | <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> |

Reading

Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

Literary Techniques

| Code | Proposed Standards | Code | Current MLS |
|---------------------|--|---|--|
| R3B Kdg | With assistance, read, infer and draw conclusions to: a. respond to examples of sensory details | RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text |
| R3B 1 st | With assistance, read, infer and draw conclusions to: a. determine whether a story is fiction or nonfiction and explain why b. identify examples of sensory details | RL.1.4 | Not in current standards Ask and answer questions to help determine or clarify the meaning of words and phrases in a text |
| R3B 2 nd | Read, infer and draw conclusions to: a. distinguish between fiction and nonfiction b. ask questions to clarify meaning c. identify main idea with supporting facts  d. explain examples of sensory details | RI.2.1 RI.2.2 RI.2.4 | Not in current standards Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Determine the meaning of words and phrases in a text relevant to <i>grade 2 topic or subject area</i> . |
| R3B 3 rd | Read, infer and draw conclusions to: a. distinguish difference between biography and autobiography b. distinguish fact from opinion c. identify what the author is trying to persuade the reader to think or do. d. identify and explain examples of sound devices and figurative language | RI.3.6  RI.3.4 | Not in current standards Not in current standards Distinguish their own point of view from that of the author of a text. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . |
| R3B 4 th | Read, infer and draw conclusions to: a. summarize the main idea and supporting details while maintaining meaning b. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography (e.g., Laura Ingalls-Wilder, On the Banks of Plum Creek) c. analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's | RI.4.2 RI.4 RI.4.8 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Explain how an author uses reasons and evidence to support particular point in a text |

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| | purpose and support their analysis. | | |
| | d. explain how an author uses language to present information to influence what the reader thinks or does (e.g., simile, metaphor, and personification) | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| R3B 5th | Read, infer and draw conclusions to: | | |
| | a. draw conclusions to evaluate how well the author's purpose was achieved | | Not in current standards |
| | b. determine and verify facts through established methods | RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| | c. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument | RI.5.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| | d. recognize exaggerated, contradictory, or misleading statements | | Not in current standards |
| | e. identify the type of evidence used to support a claim in a persuasive text (e.g., scientific research evidence, anecdotal evidence based on personal knowledge, or the discipline-based opinion of experts). | | Not in current standards |
| | f. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning | RL.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Grade 7) |




Reading


Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.



Text Structures

| Code | Proposed Standards | Code | Current MLS |
|---------------------|--|---|--|
| R3C Kdg | <p>With assistance, read, infer and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details <p>Not in proposed standards</p> | <p>RI.K.1</p> <p>RI.K.8</p> <p>RI.K.9</p> | <p>With prompting and support, ask and answer questions about key details in a text.</p> <p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> |
| R3C 1 st | <p>With assistance, read, infer and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask questions to clarify meaning | <p>RI.1.1</p> | <p>Ask and answer questions about key details in a text.</p> |

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| | b. identify main ideas and provide support c. explain supporting details Not in proposed standards | RI.1.2 RI.1.8 RI.1.9 | Identify the main topic and retell key details of a text. Identify the reasons an author gives to support points in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| R3C 2 nd | Read, infer and draw conclusions to: Not in proposed standards a. explain main ideas and supporting details b. retell sequence of events c. identify problems and solutions d. identify the author's purpose Not in proposed standards | RI.2.1 RI.2.2 RI.2.3 RI.2.6 RI.2.9 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understand of key details in a text Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Not in current standards Identify the main purpose of a text, including what the author wants to answer, explain or describe. Compare and contrast the most important points presented by two texts on the same topic. |
| R3C 3 rd | Read, infer and draw conclusions to: Not in proposed standards  a. identify cause and effect relationships among ideas in texts b. compare and contrast c. explain the relationship between problems and solutions Not in proposed standards Not in proposed standards |  RI.3.1 RI.3.3 RI.3.8 RI.3.7 RI.3.9 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Not in current standards Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Compare and contrast the most important points and key details presented in two texts on the same topic. |
| R3C 4 th | Read, infer and draw conclusions to: Not in proposed standards  a. distinguish fact from opinion in a text and | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Not in current standards |

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| | <p>explain how to verify what is a fact</p> <p>b. identify explicit and implicit relationships among ideas in texts</p> <p>c. explain author's purpose.</p> <p>d. identify and explain time order sequence</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> | <p>RI.4.3</p> <p>RI.4.8</p> <p>RI.4.5</p> <p>RI.4.6</p> | <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text</p> <p>Not in current standards</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> |
| <p>R3C 5th</p>  | <p>Read, infer and draw conclusions to:</p> <p>Not in proposed standards</p> <p>a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life (e.g., dates, chronological order, maps, photos, captions)</p> <p>b. explain the difference between a stated and implied purpose for an expository text</p> <p>c. analyze how the pattern of organization of a text (e.g., cause and effect, compare and contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas</p> <p>d. explain the basic relationships among ideas (e.g., comparison, causality) in the argument.</p> | <p>RI.5.1</p> <p>RI.4.5</p> <p>RI.5.5</p> <p>RI.5.8</p> | <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (Grade 4)</p> <p>Not in current standards</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> |

Reading

Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.

| Code | Proposed Standards | Code | Current MLS |
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| R4 Kdg | With assistance, develop an awareness of media literacy by: a. identifying different forms of media (e.g., advertisements, newspapers, radio programs) b. identifying techniques used in media (e.g., sound, movement) | | Not in current standards |
| R4 1 st | With assistance, develop an awareness of media literacy by: a. distinguishing purposes of media (e.g., informational, entertainment) b. identifying and explaining techniques used in media (e.g., sound, movement) | | Not in current standards |
| R4 2 nd | Read to develop an understanding of media and it's components by: a. explaining purposes of media (e.g., informational, entertainment) b. describing techniques used to create media messages (e.g., sound, graphics) c. identifying various written conventions for using digital media (e.g., email, website, video game) | RI.2.5 | Not in current standards Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| R4 3 rd | Read to develop an understanding of media and it's components by: a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message (e.g., shape, color, sound) c. comparing various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article) d. identifying text structures (e.g., subheadings, links, side bars) and graphics features (e.g., page or website design, website audio/video clips) of a web page | RI.3.5 | Not in current standards Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |
| R4 4 th | Read to develop an understanding of media and it's components by: a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior. b. explaining how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects). c. comparing various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article) d. identifying and explaining text structures and graphics features of a web page and how they help readers to comprehend text (e.g., subheadings, links, sidebars, page or site design, audio/video clips) | RI.4.7 | Not in current standards Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| R4 5 th | Read to develop an understanding of media and it's components by: a. explaining how messages conveyed in various forms of media are presented differently (e.g., | | Not in current standards |

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| | <p>documentaries, online information, televised news)</p> <p>b. comparing and contrasting the difference in techniques used in media (e.g., commercials, documentaries, news)</p> <p>c. identifying the point of view of media presentations</p> <p>d. analyzing various digital media venues for levels of formality and informality</p> <p>e. explaining textual and graphics features of a web page and how they help readers to comprehend text (e.g., subheadings, links, sidebars, page design, audio/video clips)</p> | RL. 5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
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Reading Foundations

Understand how English is written and read.

Print Awareness

| Code | Proposed Standards | Code | Current MLS |
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| RF1A Kdg | <p>Develop print awareness in the reading process by:</p> <p>a. identifying upper and lower case letters</p> <p>b. holding a book right side up</p> <p>c. understanding books are read left to right, top to bottom</p> <p>d. identifying part of a book (e.g., front and back cover, title, author, and illustrator)</p> <p>e. showing that written words are made up of different letters</p> <p>f. knowing that a sentence is comprised of a group of words separated by spaces</p> <p>g. demonstrating one-to-one correspondence between spoken words and written words</p> <p>h. recognizing that spoken words can be represented by print for communication</p> | <p>RF.K.1</p> <p>RF.K.1</p> <p>RF.K.1</p> <p>RF.K.1</p> <p>RF.K.1</p> | <p>Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper and lower case letters of the alphabet</p> <p>Not in current standards</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>c. Understand that words are separated by spaces in print.</p> <p>Not in current standards</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> |
| RF1A 1 st | <p>Develop print awareness in the reading process by:</p> <p>a. identifying upper and lower case letters</p> <p>b. recognizing that sentences are comprised of words separated by spaces</p> <p>c. identifying parts of a book (e.g., table of</p> | RF.1.1 | <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> |


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| | <p>contents)</p> <p>d. recognizing that spoken words are represented in English by letters written in specific sequences</p> <p>e. sequencing the letters of the alphabet</p> <p>f. recognizing the distinguishing features of a sentence (e.g., capitalization of the first words and punctuation at the end)</p> <p>g. writing first and last name correctly</p> | <p>RF.1.1</p> | <p>Not in current standards</p> <p>Not in current standards</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Not in current standards</p> |
| RF1A 2 nd | <p>Develop print awareness in the reading process by:</p> <p>a. understanding that sentences are organized into paragraphs to convey meaning</p> <p>b. applying rules of alphabetical order</p> <p>c. identifying and use table of contents and glossary</p> <p>d. recognizing the distinguishing features of a sentence (e.g., commas and quotation marks)</p> | | Not in current standards |
| RF1A 3 rd | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |
| RF1A 4 th | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |
| RF1A 5 th | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |

Reading Foundations

Understand how English is written and read.

Phonemic Awareness

| Code | Proposed Standards | Code | Current MLS |
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| RF2A Kdg | <p>Develop phonemic awareness in the reading process by:</p> <p>a. identifying sounds in spoken words</p> <p>b. orally generating rhymes in response to spoken words (e.g., What rhymes with cat?)</p> <p>c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs</p> <p>d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound (e.g., Baby boy bounces.)</p> <p>e. blending spoken onsets and rimes to form simple words (e.g., onset /c/ rime /at/ to form cat)</p> <p>f. blending spoken phonemes to form one syllable words (e.g., /m/.../a/.../n/...man)</p> <p>g. isolating the initial sound in one syllable</p> | <p>RF.K.2</p> <p>RF.K.2</p> <p>RF.K.2</p> <p>RF.K.2</p> | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>Not in current standards</p> <p>b. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme</p> |

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| | <p>words</p> <p>h. segmenting spoken one syllable words into 2 or 3 phonemes (e.g., dog.../d/.../o/.../g/)</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> | <p>RF.K.2</p> <p>RF.K.2</p> | <p>(consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>d. Count, pronounce, blend, and segment syllables in spoken words. </p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> |
| RF2A 1 st | <p>Develop phonemic awareness in the reading process by:</p> <p>a. identifying sounds and syllables in spoken words</p> <p>b. orally generating a series of rhyming words using a variety of phonograms (e.g.,</p> <p>c. -ant, -ake, -ain) and consonant blends (e.g., bl, tr, st)</p> <p>d. distinguishing between long and short vowel sounds</p> <p>e. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed (e.g., glow to blow)</p> <p>f. blending spoken phonemes to form 1 or 2 syllable words including consonant blends (e.g., spl)</p> <p>g. isolating initial, medial, and final sounds in 1 syllable spoken words</p> <p>h. segmenting spoken 1 syllable words of 3 – 5 phonemes into individual phonemes (e.g., splat /s/.../p/.../l/.../a/.../t/</p> | <p>RF.1.2</p> <p>RF.1.2</p> <p>RF.1.2</p> <p>RF.1.2</p> <p>RF.1.2</p> <p>RF.1.2</p> | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> |
| RF2A 2 nd | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |
| RF2A 3 rd | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |
| RF2A 4 th | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |
| RF2A 5 th | Continue to address earlier standards as needed and as applies to more difficult texts. | | Not in current standards |



Reading Foundations

Understand how English is written and read.

Phonics

| Code | Proposed Standards | Code | Current MLS |
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| RF3A Kdg | <p>Develop phonics in the reading process by:</p> <p>a. identifying sounds of letters</p> <p>Not in proposed standards</p> <p>b. distinguishing vowels from consonants</p> <p>c. identifying and reading grade level appropriate high frequency words</p> <p>d. blending letter sounds to decode simple CVC words</p> <p>e. recognizing that new words can be created when letters are changed, added, or deleted (e.g., man, replace the /m/ with a /c/ to become can) using letter sound knowledge to write simple messages and words which accurately represent at least the initial sound (e.g., creative writing with a picture)</p> | <p>RF.K.3</p> <p>RF.K.3</p> <p>RF.K.3</p> <p>RF.K.3</p> <p>RF.K.3</p> | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>Not in current standards</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>Not in current standards</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> |
| RF3A 1 st | <p>Develop phonics in the reading process by:</p> <p>a. decoding words in context and in isolation by using letter sound knowledge for single letters (e.g., consonants: b, c=/k/, c=/s/, d, f, etc.)</p> <p>b. identifying single letters including short and long vowels</p> <p>c. identifying consonant blends (e.g., bl, st)</p> <p>d. identifying consonant digraphs (e.g., ch, tch, sh, wh, ck, -dge)</p> <p>e. identifying vowel digraphs (e.g., oo, ea, ee, ow, ou, ie)</p> <p>f. identifying vowel diphthongs (e.g., oy, oi, ou, ow)</p> <p>g. combining sounds from letters and common spelling patterns to create recognizable words (e.g., consonant blends, long- and short-vowel patterns)</p> <p>h. recognizing and using syllabication patterns to decode words including: CVC (e.g., mat, bat), CV (e.g., he, me), VCe (e.g., kite, fame) final stable syllable, vowel diphthong and digraphs, r-controlled vowels (e.g., tar, her) including er, ir, ur, ar, and or</p> <p>Not in proposed standards</p> | <p>RF.1.3</p> <p>RF.1.3</p> <p>RF.1.3</p> | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of</p> |

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| | <p>Not in proposed standards</p> <p>i. decoding words in word families (e.g., -ink, -at, -ick)</p> <p>j. reading root words with inflectional endings (e.g., plurals, tenses, and comparatives)</p> <p>k. reading simple compound words (e.g., football, birthday)</p> <p>l. identifying and reading contractions (e.g., isn't, can't, don't)</p> <p>m. correctly reading grade appropriate high frequency words (e.g., in, said, that, my, go like, et al.)</p> <p>n. demonstrating decoding skills when reading new words</p> | <p>RF.1.3</p> <p>RF.1.3</p> | <p>syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. </p> <p>Not in current standards</p> <p>f. Read words with inflectional endings.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Not in current standards</p> |
| RF3A 2 nd | <p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends (e.g., thr, spl), consonant and vowel digraphs (e.g., ng, ph, ie, ew) and vowel diphthongs (e.g., oi)</p> <p>b. distinguishing long and short vowels when reading regularly spelled one syllable words</p> <p>Not in proposed standards</p> <p>c. decoding regularly spelled two syllable words with long vowels (e.g., today)</p> <p>d. using common syllable patterns to decode words (e.g., CVC pic-nic, CV ti-ger)</p> <p>e. decoding words by common spelling patterns (e.g., -ight, -ant)</p> <p>f. reading words with common prefixes and suffixes (e.g., un-, dis-, -ly, -less)</p> <p>Not in proposed standards</p> <p>g. identifying and reading common</p> | <p>RF.2.3</p> <p>RF.2.3</p> <p>RF.2.3</p> <p>RF.2.3</p> <p>RF.2.3</p> <p>RF.2.3</p> | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Not in current standards</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams. </p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>Not in current standards</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Not in current standards</p> |








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| | <p>abbreviations (e.g., Dr., Mr., Ave.)</p> <p>h. identifying, defining, and reading contractions (e.g., haven't, it's)</p> <p>i. identifying and reading grade-appropriate common and irregularly spelled high-frequency words (e.g., through, tough) demonstrating decoding skills when reading new words in a text</p> | RF.2.3 | <p>Not in current standards</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> |
| RF3A 3 rd | <p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns including: dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, used, using, and usable)</p> <p>b. decoding words that double final consonants when adding an ending (e.g., hop to hopping)</p> <p>c. changing the final "y" to "i" (e.g., baby to babies)</p> <p>d. using knowledge of common prefixes and suffixes (e.g., dis-, -ly)</p> <p>Not in proposed standards</p> <p>e. using knowledge of derivational affixes (e.g., de-, -ful, -able)</p> <p>f. using knowledge of homophones (e.g., hair/ hare)</p> <p>g. using common syllable patterns to decode words (e.g., final stable syllable tum-ble, VCe in-vite, r-controlled vowels per-fect, vowel digraphs and diphthongs boy-hood)</p> <p>h. decoding words by common spelling patterns (e.g., -eigh, -ought)</p> <p>i. reading grade appropriate irregularly spelled high frequency words</p> <p>j. demonstrating decoding skills when reading new words</p> | <p>RF.3.3</p> <p>RF.3.3</p> <p>RF.3.3</p> <p>RF.3.3</p> <p>RF.3.3</p> <p>RF.3.3</p> | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b Decode words with common Latin suffixes.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>c Decode multisyllable words.</p> <p>Not in current standards</p> <p>d Read grade-appropriate irregularly spelled words.</p> |
| RF3A 4 th | <p>Develop phonics in the reading process by:</p> <p>a. using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words (e.g., roots, prefixes, and suffixes)</p> <p>b. reading grade appropriate roots (e.g., use), prefixes (e.g., reuse), and suffixes (e.g., using) and important words from all grade-</p> | RF.4.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Not in current standards</p> |





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| | specific content curricula | | |
| RF3A 5th | Continue to address earlier standards as needed and as applies to more difficult texts. Implied in proposed standards | RF.5.3 RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

Reading Foundations

Understand how English is written and read.

Fluency

| Code | Proposed Standards | Code | Current MLS |
|---|---|--|--|
| RF4A Kdg |  Oral, with support, grade level appropriate (emergent) texts with purpose and understanding | RF.K.4 | Read emergent-reader texts with purpose and understanding. |
| RF4A 1 st | Orally read grade-appropriate  with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension  Not in proposed standards | RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RF4A 2 nd  | Orally read grade-appropriate  texts with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension Not in proposed standards Aligns with overall standard Not in proposed standards | RF.2.4 RF.2.4 RF.2.4 RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RF4A 3 rd  | Orally read grade-appropriate  with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension Not in proposed standards Aligns with overall standard Not in proposed standards | RF.3.4 RF.3.4 RF.3.4 RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| RF4A 4 th | <p>Orally read grade-appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension</p> <p>Not in proposed standards</p> <p>Aligns with overall standard </p> <p>Not in proposed standards</p> | RF.4.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| RF4A 5 th | <p>Orally read grade-appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension </p> <p>Not in proposed standards</p> <p>Aligns with overall standard</p> <p>Not in proposed standard </p> | RF.5.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |

Writing

Apply a writing process to develop a text for audience and purpose

Prewriting




| Code | Proposed Standards | Code | Current MLS |
|---------------------|--|------|--------------------------|
| W1A Kdg | Follow a writing process, with assistance, to generate a writing plan through: a. use of pictures, oral language/role playing, or written letters and/or words | | Not in current standards |
| W1A 1 st | Follow a writing process, with assistance, to plan a first draft by: a. brainstorming and recording key ideas (e.g., drawing, sharing ideas, listing ideas, free writing, roleplaying) | | Not in current standards |
| W1A 2 nd | Follow a writing process, with assistance, to plan a first draft by: a. brainstorming and recording key ideas using a graphic organizer (e.g. drawing and listing key ideas) | | Not in current standards |
| W1A 3 rd | Follow a writing process to plan a first draft by: a. using a simple pre-writing strategy when given the purpose and the intended audience (e.g. brainstorming, graphic organizers, logs, journals) | | Not in current standards |
| W1A 4 th | Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying | | Not in current standards |

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| | <p>the purpose to an intended audience</p> <p>b. formulating questions related to the topic</p> <p>c. accessing prior knowledge or building background knowledge related to the topic</p> <p>d. using a prewriting strategy (e.g., brainstorming, graphic organizers, logs, journals, discussions)</p> | | |
| W1A 5th | <p>Follow a writing process to plan a first draft by:</p> <p>a. selecting a genre appropriate for conveying the purpose to an intended audience</p> <p>b. formulating questions related to the topic</p> <p>c. accessing prior knowledge or building background knowledge related to the topic</p> <p>d. using a prewriting strategy (e.g. brainstorming, graphic organizers, logs, journals, discussions)</p> | | Not in current standards |

Writing

Apply a writing process to develop a text for audience and purpose.

Draft

| Code | Proposed Standards | Code | Current MLS |
|--|--|-------|---|
| W1B Kdg  | <p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. sequencing the actions or details through letters, words, and pictures</p> | | Not in current standards |
| W1B 1 st  | <p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. sequencing ideas into sentences and generating a single paragraph with one main idea</p> <p>b. generating evidence of a simple opening and simple closing</p> | | Not in current standards |
| W1B 2 nd  | <p>According to genre type, develop a draft from prewriting by:</p> <p>a. sequencing ideas into clear and coherent sentences (e.g., declarative and interrogative)</p> <p>b. generating paragraphs with one main idea</p> <p>c. creating evidence of a beginning, middle and end</p> <p>d. addressing an appropriate audience</p> | | Not in current standards |
| W1B 3 rd | <p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory</p> <p>b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p> <p>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p> <p>d. addressing an appropriate audience</p> | W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W1B 4 th | <p>Appropriate to genre type, develop a draft from prewriting by:</p> <p>a. generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound</p> <p>b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph</p> | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| | c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience | | |
| W1B 5 th | Appropriate to genre type, develop a draft from prewriting by: a. choosing an appropriate organizational structure (e.g. storyline, sequence of events, time order, cause/effect, compare/contrast) and building on one main idea to create a multiple paragraph text appropriate to the genre b. establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph. c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure. d. restating the overall main idea in the concluding statement. e. addressing an appropriate audience, organization, and purpose | W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

Note: Refer to Grade W2A-C genre specific standards.

Writing

Apply a writing process to develop a text for audience and purpose.

Revise/Edit

| Code | Proposed Standards | Code | Current MLS |
|---------------------|---|-------|--|
| W1C Kdg | Reread, revise, and edit drafts, with assistance from adults/peers, to: a. edit by leaving spaces between letters and words in a sentence b. respond to questions and suggestions, adding details to strengthen writing | W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| W1C 1 st | Reread, revise and edit drafts, with assistance from adults/peers, to: a. edit by leaving spaces between letters and words in sentences b. edit for language conventions c. respond to questions and suggestions, clarifying meaning by adding details | W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W1C 2 nd | Reread, revise and edit drafts with assistance from adults/peers, to: a. edit for language conventions b. strengthen writing as needed by revising • main idea • details • word choice • sentence construction • event order • audience | W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W1C 3 rd | Reread, revise and edit drafts with assistance from adults/peers, to: a. edit for language conventions b. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end | W.3.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) |

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| | <ul style="list-style-type: none"> • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience/purpose | | |
| W1C 4 th | <p>Reread, revise and edit drafts with assistance to:</p> <p>a. edit for language conventions</p> <p>b. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience/purpose | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.) |
| W1C 5 th | <p>Reread, revise, and edit drafts with assistance to:</p> <p>a. edit for language conventions</p> <p>b. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience/purpose | W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) |

Writing

Apply a writing process to develop a text for audience and purpose.

Produce/Publish and Share Writing

| Code | Proposed Standards | Code | Current MLS |
|---------------------|---|-------|--|
| W1D Kdg | With assistance from adults/peers: a. explore a variety of conventional/digital tools to produce and publish writing | W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W1D 1 st | With assistance from adults/peers: a. use a variety of conventional/digital tools to produce and publish writing | W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W1D 2 nd | With assistance from adults/peers: a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills | W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W1D 3 rd | With assistance from adults/peers: a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others. | W.3.6 | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| W1D 4 th | With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting. | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| W1D 5 th | With assistance from adults/peers: a. use technology, including the Internet, to | W.5.6 | With some guidance and support from adults, use technology, including the Internet, to |

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| | produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally, in a single sitting. | | produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
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Note: Refer to Grade W2A-C genre specific standards.

Writing

Compose well-developed writing texts for audience and purpose.

Opinion/Argumentative

| Code | Proposed Standards | Code | Current MLS |
|---------------------|--|-------|---|
| W2A Kdg | With assistance, draw/write opinion texts that: a. use a combination of drawing, writing (e.g., letters, phonetically spelled words, sentences), and dictation to tell an opinion about a topic or text being studied b. give logical reasons for suggesting that others follow a particular course of action or line of thinking (e.g., student shows or tells why a text is their favorite) c. use words that are related to the topic Example prompt: "My favorite book is..." | W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). |
| W2A 1 st | With assistance, write opinion texts that: a. introduce a topic or text being studied b. state an opinion about the topic or text and provide a reason for the opinion c. use some specific words that are related to the topic d. follow a sense of order in writing. (e.g., first, second, next) e. provide some sense of closure Example prompt: Write a letter to your principal telling her why your class should take a field trip to a farm because you have been learning all about animals. | W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| W2A 2 nd | With assistance, write opinion texts that: a. introduce a topic or text being studied, using complete sentences b. state an opinion about the topic or text and provide reasons for the opinion c. use specific words that are related to the topic, and audience d. use linking/transition words and phrases to signal event order (e.g., because, also, finally). e. provide evidence of a beginning, middle and concluding statement or section. Example prompt: Write a letter to the school librarian convincing her why you believe the library should be open to students on Saturdays. | W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. |
| W2A 3 rd | Write opinion texts that: | W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |

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| | <p>a. introduce a topic or text being studied, using connected sentences</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <p>c. <i>use specific and accurate words that are related to the topic, audience, and purpose</i></p> <p>d. <i>contain information using student's original language, except when using direct quotation from a source</i></p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason (e.g., then, next, since, one example, for example)</p> <p>g. provide clear evidence of a beginning, middle and a concluding statement or paragraph.</p> <p>Example prompt: Write a speech to your classmates convincing them why you think they should volunteer for the school clean-up campaign.</p> | | <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion. Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> |
| W2A 4 th | <p>Write opinion texts that:</p> <p>a. introduce a topic or text being studied using an introductory paragraph</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience and purpose</p> <p>d. contain information using student's original language, except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason (e.g. for instance, in order to, in addition, in summary, in other words, in conclusion)</p> <p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.</p> <p>Example prompt: Write an opinion essay for your school newspaper convincing readers whether or not students should wear school uniforms next year.</p> | W.4.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details. Not in current standards Not in current standards Not in current standards</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> |
| W2A 5 th | <p>Write opinion texts that:</p> <p>a. introduce a topic or text being studied using an introductory paragraph that clearly supports the writer's purpose</p> | W.5.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> |

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| | <p>b state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p> <p>c use specific and accurate words that are related to the topic, audience, and purpose d contain information using student's original language, except when using direct quotation from a source</p> <p>e reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f use transitions to connect opinion and reason (e.g. consequently, specifically, therefore, for this reason)</p> <p>g organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p>Example prompt: Write an opinion essay to convince your parents whether or not they should vote for your school to buy vending machines for the school lunchroom.</p> | | <p>b Provide logically ordered reasons that are supported by facts and details.</p> <p>Not in current standards</p> <p>c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>d Provide a concluding statement or section related to the opinion presented.</p> |
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Writing

Compose well-developed writing texts for audience and purpose.

Informative/Explanatory

| Code | Proposed Standards | Code | Current MLS |
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| W2B Kdg | <p>With assistance, draw or write informative/explanatory texts that:</p> <p>a. use a combination of drawing, writing (e.g., letters, phonetically spelled words, sentences), and dictation to name and inform about a topic or a text they are learning in school</p> <p>b. use words that are related to the topic</p> <p>Example: Look at pictures of animals from the same species to determine how they are "alike and different" developing main ideas to inform</p> | W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| W2B 1 st | <p>With assistance, write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studied</p> <p>b. supply some facts about the topic to create a paragraph.</p> <p>c. use some specific words that are related to the topic</p> <p>d. follow a sense of order in writing (e.g. first, second, next)</p> <p>e. create some sense of closure</p> <p>Example: Make a list of things observed in daylight and a list of things observed at night. Create a paragraph to compare day and night.</p> | W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| W2B 2 nd | <p>With assistance, write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. use facts and definitions to develop points in generating paragraphs</p> | W.1.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

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| | <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking words and phrases to signal event order (e.g., because, also, finally).</p> <p>e. create a concluding statement or paragraph</p> <p>Example: Use notes and drawings from Science or Social Studies class to create texts with connected sentences to explain a topic (e.g. effect of light on growing plants; what do community helpers do)</p> | | |
| W2B 3 rd | <p>Write informative/explanatory texts that:</p> <p>a introduce a topic or text being studied</p> <p>b develop the topic with simple facts, definitions, details, and explanations</p> <p>c use specific, and relevant, words that are related to the topic, audience and purpose</p> <p>d uses the student's original language, except when quoting from a source</p> <p>e use transition words to connect ideas within categories of information (e.g., but, therefore, since, one example, for example)</p> <p>f create a concluding statement or paragraph</p> <p>Example: Use notes from print and digital sources to create a multi-paragraph report about a planet in our solar system</p> | W.3.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b Develop the topic with facts, definitions, and details.</p> <p>Not in current standards</p> <p>c Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d Provide a concluding statement or section.</p> |
| W2B 4 th | <p>Write informative/explanatory texts that:</p> <p>a introduce a topic using a topic sentence in an introductory paragraph</p> <p>b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations (e.g., speakers, books, newspapers, media sources)</p> <p>c use specific, relevant and accurate words that are suited to the topic, audience, and purpose</p> <p>d contain information using student's original language, except when using direct quotations from a source</p> <p>e use transitions to connect categories of information (e.g., in addition, in summary, in other words, in conclusion)</p> <p>f use text structures (e.g., headings, illustrations, multimedia) when useful</p> <p>g create a concluding paragraph related to the information</p> | W.4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Not in current standards</p> <p>c Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>e Provide a concluding statement or section related to the information or explanation presented.</p> |

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| | Example: Use notes from print and digital sources to create a biographical report in chronological order (e.g. Famous Missourian) | | |
| W2B 5 th | <p>Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a introduce a topic using a topic sentence in an introductory paragraph b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations (e.g., speakers, books, newspapers, media sources). c use an organizational format that suits the topic (e.g., order of importance, time/ space, cause/effect, compare/contrast) d use specific, relevant, and accurate words that are suited to the topic, audience, and purpose e contain information using student's original language, except when using direct quotations from a source f use transition words to connect ideas within and across categories of information (e.g., consequently, specifically, therefore, for this reason) g use text structures (e.g., headings, illustrations, multimedia) when useful h create a concluding paragraph related to the information <p>Example: Use notes from print and digital sources to create a research project/report (e.g. Causes/effects of the Civil War)</p> | W.5.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic <p>Not in current standards</p> d Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Not in current standards</p> c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension e Provide a concluding statement or section related to the information or explanation presented. |

Writing

Compose well-developed writing texts for audience and purpose.

Narrative/Literacy

| Code | Proposed Standards | Code | Current MLS |
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| W2C Kdg | <p>With assistance, draw or write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. use a combination of drawing, writing (e.g., letters, phonetically spelled words, sentences), and dictation to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event | W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |

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| | <p>c. place events in the order they occurred (beginning/middle/end)</p> <p>d. use words that are related to the topic</p> <p>e. provide a reaction to what happened in the events</p> <p>Examples: Narrative connected to mentor texts (e.g., picture story, scary story, journal)</p> | | |
| W2C 1 st | <p>With assistance, draw or write fiction or non-fiction narratives and poems that:</p> <p>a. use a combination of illustration, writing, and dictation to narrate a story or experience</p> <p>b. use details to describe the story or experience</p> <p>c. place events in the order they occurred</p> <p>d. use linking words to indicate beginning/middle/end (e.g., first, second, third)</p> <p>e. use words that are related to the topic</p> <p>f. provide a reaction to what happened in the events</p> <p>Examples: Narrative connected to mentor texts (e.g., picture story, scary story, journal)</p> | W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| W2C 2 nd | <p>With assistance, write fiction or non-fiction narratives and poems that:</p> <p>a. establish a situation/topic based on the student's experience or imagination</p> <p>b. introduce a main character</p> <p>c. establish a setting</p> <p>d. develop sensory details</p> <p>e. follow a logical sequence of events using complete sentences to create a beginning/middle/end</p> <p>f. use linking/transition words to signal event order (e.g., then, after, next)</p> <p>g. use specific words that are related to the topic and audience</p> <p>Examples: Realistic fiction (e.g., "My Favorite Game", thank you notes to family or community member, alphabet poem)</p> | W.2.3 | <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> <p>Not in current standards</p> |
| W2C 3 rd | <p>Write fiction or non-fiction narratives and poems that:</p> <p>a establish a situation/topic and introduce a narrator and/or characters</p> <p>b use narrative techniques, such as dialogue and descriptions</p> <p>c establish an appropriate setting</p> <p>d organize an event sequence to establish a</p> | W.3.3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Nor in current standards</p> <p>d Provide a sense of closure.</p> |


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| | <p>beginning/middle/end</p> <p>e use transition words and phrases to signal event order (e.g., before, later, after a while)</p> <p>f use specific and relevant words that are related to the topic, audience, and purpose (e.g., sensory images)</p> <p>Examples: Personal narrative (e.g., "Times you learned to do something: ride a bike, make cookies, blow a bubble..." , fairy tale, mystery, sport story, parts of speech poem, question poem, diamante poetry)</p> | | <p>c Use temporal words and phrases to signal event order.</p> <p>Not in current standards</p> |
| W2C 4 th | <p>Write fiction or non-fiction narratives and poems that:</p> <p>a. establish a situation/topic and introduce a narrator and/or characters</p> <p>b. use narrative techniques, such as dialogue, motivation (e.g., thoughts, feelings) and descriptions</p> <p>c. establish an appropriate setting</p> <p>d. organize an event sequence that unfolds naturally to establish a beginning/middle/end</p> <p>e. use a variety of transitions to manage the sequence of events. (e.g., after we ate, a moment later, shortly after my nap)</p> <p>f. use specific, relevant and accurate words that are suited to the topic, audience, and purpose (e.g. strong verbs, similes, metaphors, personification)</p> <p>Examples: Diary, journal, folk tales, tall tales, dialogue between two people in history, bio poem, onomatopoeia poem</p> | W.4.3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Not in current standards</p> <p>e Provide a conclusion that follows from the narrated experiences or events.</p> <p>c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
| W2C 5 th | <p>Write fiction or non-fiction narratives and poems that:</p> <p>a establish a situation/topic and introduce a narrator and/or characters</p> <p>b use narrative techniques, such as dialogue, motivation, and descriptions</p> <p>c establish an appropriate setting</p> <p>d organize an event sequence that unfolds naturally to establish a beginning/middle/end</p> <p>e use a variety of transitions to manage the sequence of events (e.g., however, although</p> | W.5.3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>Not in current standards</p> <p>a. Provide a conclusion that follows from the narrated experiences or events.</p> <p>c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> |

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| | <p>it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier I saw)</p> <p>f use specific, relevant, and accurate words that are suited to the topic, audience, and purpose (e.g. alliteration, onomatopoeia)</p> <p>Examples: Scripts, fables, song, a memoir, science fiction, limerick, haiku, epitaph</p> | | <p>d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
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Research

Gather, analyze, evaluate and use information from a variety of sources

Research Process

| Code | Proposed Standards | Code | Current MLS |
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| K | <p>With assistance, apply research process to:</p> <p>Not in proposed standards</p> <p>a generate a list of open-ended questions about topics of class interest (e.g., students explore a number of books by a favorite author)</p> <p>b decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>c gather evidence from sources (e.g., pictures, charts, grade-appropriate texts, or people)</p> <p>d use pictures in conjunction with writing when documenting research</p> | <p>W.K.7</p> <p>W.K.8</p> <p>W.K.8</p> | <p> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Not in current standards</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Not in current standards</p> |
| 1 | <p>With assistance, apply research process to:</p> <p>a generate a list of open-ended questions about topics of interest (e.g., students explore a number of "how-to" books on a given topic)</p> <p>b decide what sources of information might be relevant to answer these questions</p> <p>c gather personal and natural evidence from available sources, as well as from interviews with local experts</p> <p>d organize information found during group or individual research, using graphic organizers or other aids</p> <p>e make informal presentations of information gathered</p> <p>f self-evaluate using previously established teacher criteria</p> | <p>W.1.7</p> <p>W.1.8</p> | <p>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Not in current standards</p> |

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| 2 | <p>With assistance, apply research process to:</p> <p>Not in proposed standard</p> <p>a generate a list of open-ended questions about topics of interest (e.g., students read a number of books on a single topic)</p> <p>b create an individual question about one of the topics</p> <p>c use their own question to find information on their topic</p> <p>d gather evidence from available sources</p> <p>e record basic information in simple visual format (e.g., notes, charts, picture graphs, diagrams)</p> <p>f draw evidence from literary or informational texts</p> <p>g summarize information using their own words</p> <p>h present and evaluate information in written and oral reports or displays, using previously established teacher criteria</p> | <p>W.2.7</p> <p>W.2.8</p> <p>W.2.8</p> | <p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Not in current standards</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Not in current standards</p> |
| 3 | <p>Apply research process to:</p> <p>Composite alignment of all proposed standards</p> <p>a generate a list of subject appropriate topics (e.g., students brainstorm topics about Native Americans, presidents, solar system, weather)</p> <p>b create an individual question about one of the topics</p> <p>c decide what sources of information might be relevant to answer these questions</p> <p>d locate information in reference texts, electronic resources, interviews, or visual sources (e.g., maps timelines, graphs)</p> <p>e draw evidence from literary or informational texts*</p> <p>f determine the accuracy and relevance of the information related to a selected question</p> <p>g take simple notes and sort evidence into provided categories or organizer</p> <p>h record relevant information in own words</p> <p>i use quotation marks to denote direct quotations when recording specific words and sentences from a source</p> <p>j create a works-cited page from notes, including the author, title, publisher and</p> | <p>W.3.7</p> <p>W.3.8</p> <p>W.3.8</p> | <p>Conduct short research projects that build knowledge about a topic.</p> <p>Not in current standards</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Not in current standards</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Not in current standards</p> |



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| | <p>publication year for each source</p> <p>k present and evaluate the information in a report or annotated display, using previously established teacher/student criteria</p> | | |
| 4 | <p>Apply research process to:</p> <p>a generate a list of subject appropriate topics (e.g., students brainstorm topics about famous mathematicians, inventions of the 20th century, effects of solar energy)</p> <p>Composite alignment of all proposed standards</p> <p>b create a research question to address relevant to a chosen topic</p> <p>c identify a variety of relevant sources (e.g., digital, print, visual sources, and/or interviews)</p> <p>d use organizational features of print and digital sources (e.g., table of contents, indices, glossaries, website headings and links) efficiently to locate information</p> <p>e draw evidence from literary or informational texts*</p> <p>f convert graphic/visual data (e.g. charts, diagrams, timelines) into written notes</p> <p>g determine the accuracy of the information gathered</p> <p>h differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>i record pertinent source information using a variety of tools (e.g., note cards, outlines, graphic organizers)</p> <p>j restate information in own words (e.g., summarizing or paraphrasing)</p> <p>k use appropriate citations within the research paper (e.g., (Source 1); (Author's name); (Title of book, article, media source))</p> <p>l record bibliographic information from sources according to a standard format (e.g., author, title, publisher, publication year)</p> <p>m present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</p> | <p>W.4.7</p> <p>W.4.8</p> <p>W.4.9</p> | <p>Not in current standards</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>Not in current standards</p> |
| 5 | <p>Apply research process to:</p> <p>Composite alignment of proposed standards</p> | W.5.7 | <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> |



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| | <p>a generate a list of subject appropriate topics (e.g., students brainstorm topics about women in history, the human body, natural disasters) b formulate and refine, if necessary, an open-ended researchable question guided by answers to a secondary set of questions</p> <p>c follow guidelines for collecting and recording information (e.g., note-taking; outlines, organizers)</p> <p>d identify and acquire information from at least three sources (e.g.. digital, print, interviews, student-initiated surveys)</p> <p>e select relevant resources using organizational features of reference texts, knowledge of how information is linked on websites, and knowledge of differences between primary and secondary sources</p> <p>f draw evidence from literary or informational texts</p> <p>g assess relevance, accuracy, and reliability of information in print and digital sources (e.g., author, organization, date of publication, publisher, title of journal)</p> <p>h convert graphic/visual data (e.g. charts, diagrams, timelines) into written notes</p> <p>i differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>j restate information in own words (e.g., summarizing or paraphrasing)</p> <p>k present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</p> <p>l record pertinent source information using a variety of tools (e.g., note cards, outlines, graphic organizers)</p> <p>m use appropriate citations within the research paper (e.g., (Author's name), (Title of book, article, media source))</p> <p>n record bibliographic information from sources according to a standard format (e.g., author, title, publisher, publication year)</p> <p>o present and evaluate how completely, accurately, and efficiently, the research question was explored or answered using previously established criteria</p> | <p>W.5.8</p> <p>W.5.9</p> | <p>Not in current standards</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Not in current standards</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p>c support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p>Not in current standards</p> |
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Speaking and Listening

Listen for purpose

Purpose

| Code | Proposed Standards | Code | Current MLS |
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| SL1A Kdg | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b following classroom listening rules (e.g., verbal signals teacher uses to gain attention)</p> <p>Not in proposed standards</p> <p>c following one-step instructions, according to classroom expectations (e.g., "Come sit on the carpet.")</p> <p>d listening for enjoyment, (e.g., oral story telling)</p> | SL.K.1 | <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>Not in current standards</p> |
| SL1A 1 st | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>a. following classroom listening rules (e.g., when someone is speaking, other students are quiet)</p> <p>Not in proposed standards</p> <p>b. following two-step instructions, according to classroom expectations (e.g., "Take out your book and bring it to the carpet.")</p> <p>c. listening for enjoyment and responding in an age-appropriate manner</p> | SL.1.1 | <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b.  Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Not in current standards</p> |
| SL1A 2 nd | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>a. following classroom listening rules (e.g., respect other speakers by not interrupting)</p> <p>Not in proposed standards</p> <p>b. following three-step instructions, according to classroom expectations (e.g., "Put your pencil away, take out your book, and bring it to the carpet.")</p> | SL.2.1 | <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to  remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Not in current standards</p> |

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| | c. listening for enjoyment and retelling in own words | | |
| SL1A 3 rd | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>Not in proposed standards</p> <p>a. following classroom listening rules (e.g., respect other speakers by not interrupting)</p> <p>Not in proposed standards</p> <p>b. following three-step instructions, according to classroom expectations (e.g., "Put your pencil away, take out your book, and bring it to the carpet.")</p> <p>c. listening for enjoyment and expressing an opinion</p> | <p>SL.3.1</p>  | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>Not in current standards</p> |
| SL1A 4 th | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>Not in proposed standards</p> <p>a. following, generating, and justifying classroom listening rules</p> <p>Not in proposed standards</p> <p>b. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.</p> |  | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>Not in proposed standards</p> |

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| | c. listening for enjoyment or information and engaging in discussion with classmates | | |
| SL1A 5 th | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>Not in proposed standards</p> <p>a following agreed upon rules for listening and fulfilling discussion rules independently</p> <p>Not in proposed standards</p> <p>b following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations</p> <p>c listening for speaker's message and summarizing main points based on evidence.</p> |  | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Not in current standards</p> |

Speaking and Listening

Listen for entertainment

Entertainment

| Code | Proposed Standards | Code | Current MLS |
|----------|---|--------|--|
| SL2A Kdg | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>a. demonstrating active listening, according to classroom expectations (e.g., not interrupting)</p> | SL.K.1 | <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> |
| SL2A 1st | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>a. demonstrating active listening, according to classroom expectations (e.g., eye contact)</p> | SL.1.1 | <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> |
| SL2A 2nd | <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> | SL.2.1 | <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> |

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| | a. demonstrating active listening, according to classroom expectations (e.g., responds with on-topic comments) | | a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SL2A 3rd | Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations | SL.3.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SL2A 4th | Develop and apply effective listening skills and strategies in formal and informal settings by: a. generating and following active listening rules, according to classroom expectations | SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. |
| SL2A 5th | Develop and apply effective listening skills and strategies in formal and informal settings. Students continue to apply earlier standards with greater complexity: a. evaluates and modifies own active listening skills | | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles. |

Speaking and Listening

Speak effectively in collaborative discussions

Collaborative Discussions

| Code | Proposed Standards | Code | Current MLS |
|----------|---|--|--|
| SL3A Kdg | Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. taking turns speaking, according to classroom expectations Not in proposed standards b. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media | SL.K.1 SL.K.2 | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. <i>Continue a conversation through multiple exchanges.</i> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| SL3A 1st | Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. taking turns speaking, according to classroom expectations Not in proposed standards | SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). d. <i>Build on others' talk in conversations by</i> |

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| | b. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions | SL.1.2 | <p>responding to the comments of others through multiple exchanges.</p> <p>e. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> |
| SL3A 2nd | <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>a. taking turns in discussion with a shoulder partner, according to classroom expectations</p> <p>Not in proposed standards</p> <p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p> | <p>SL.2.1</p> <p>SL.2.2</p> | <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>d. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> |
| SL3A 3rd | <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>Not in proposed standards</p> <p>a. responding appropriately to discussion in a variety of settings, according to classroom expectations (e.g., one-on-one, small group, teacher-led)</p> <p>Not in proposed standards</p> <p>b. expressing opinion of read-alouds and independent reading topics</p> | SL.3.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>d. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> |
| SL3A 4th | <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>Not in proposed standards</p> <p>Not in proposed standards</p> | SL.4.1 | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> |

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| | <p>a. contributing to discussion after listening to others' ideas, according to classroom expectations</p> <p>b. expressing opinion of read-alouds and independent reading and relating opinion to others</p> | | <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> |
| SL3A 5th | <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>Not in proposed standards</p> <p>a. summarizing points made by others before presenting own ideas, according to classroom expectations</p> <p>b. providing and evaluating evidence to support opinion</p> | <p>SL.5.1</p> <p>SL.5.3</p> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> |

Speaking and Listening

Speak effectively when presenting

Presenting

| Code | Proposed Standards | Code | Current MLS |
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| SL4A Kdg | <p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</p> <p>a. describing personal experiences using a prop, picture, or other visual aide, with assistance (e.g., show and tell, stories, poems)</p> <p>b. reciting nursery rhymes/songs</p> <p>c. speaking in complete sentences</p> | <p>SL.K.4</p> <p>SL.K.5</p> <p>SL.K.6</p> | <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Not in current standards</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> |

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| SL4A 1 st | <p>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</p> <p>a. explaining a topic (student-chosen), using a prop, picture, or other visual aid, with assistance to show understanding (e.g., story, poem, book, poster)</p> <p>b. reciting grade-appropriate poetry/songs with a group or individually</p> <p>c. using complete sentences, adjusting volume, as needed</p> | <p>SL.1.4</p> <p>SL.1.5</p> <p>SL.1.6</p> | <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Not in current standards</p> <p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> |
| SL4A 2 nd | <p>Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>a. explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience</p> <p>Not in proposed standards</p> <p>b. recalling and telling a story with details, including a beginning, middle, and end.</p> <p>c. using grade-appropriate academic language and conventions (e.g., grammar, word choice, present/past tense, etc.)</p> | <p>SL.2.4</p> <p>SL.2.5</p> <p>SL.2.6</p> | <p>T</p> <p>tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Not in current standards</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific</p> |
| SL4A 3 rd | <p>Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>a. using presentation skills (e.g., eye contact, volume, speaking with expression and fluency, etc.) and/or appropriate technology</p> <p>b. presenting information with clear ideas and details</p> <p>c. giving an informal presentation, using a variety of media (e.g., current event)</p> <p>d. using grade-appropriate language</p> <p>e. choosing words and phrases for effect (adjectives, action verbs, figurative language)</p> | <p>SL.3.5</p> <p>SL.3.4</p> <p>SL.3.6</p> | <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</p> |

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| SL4A 4 th | <p>Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. using efficient presentation skills with available resources (e.g., technology) b. incorporating descriptive and sequential details in a student designed or teacher assigned topic c. giving a formal presentation to classmates, using a variety of media d. speaking with expression and fluency e. adjusting formal/informal language according to context and topic | <p>SL.4.4</p> <p>SL.4.5</p> <p>SL.4.6</p> | <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Nor in current standards</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)</p> |
| SL4A 5 th | <p>Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. using efficient presentation skills with available resources (e.g., technology) b. planning an appropriate presentation, based on audience (e.g., length, tone, topic, media) c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint <p>Not in current standards</p> | <p>SL.5.4</p> <p>SL.5.5</p> <p>SL.5.6</p> | <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p> |

From: [Kara Partridge](#)
To: [1490Comments](#)
Subject: Proposed Standards Comments
Date: Thursday, March 03, 2016 4:13:43 PM

We are noticing that the organization of the proposed standards are not user friendly. The letter of the standard should be consistent across K-5 grade levels. The number associated with the letter should also be consistent horizontally across grade levels. For example, Math Standard Geometry and Measurement C2 has the following: K- describe relative positions, 1st- value of coins, 2nd- representing whole numbers as lengths, 3rd- finding area, 4th- using 4 operations to solve problems with measurement, 5th- plot and interpret points on a coordinate plane. These are all very different skills and do not show a proper progression. This makes the document difficult to follow and not user friendly for teachers.

Also on Geometry and Measurement, B3 in kindergarten is identifying penny, nickel, and dime- no quarter, and on C2 under 1st grade they have to know the value of all four coins. When do they learn to identify a quarter???

Side note- there is a misspelled word in Geometry and Measurement B1- 4th grade- Identify not Indentify.

Thank you for reviewing our concerns.

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Kara Partridge
Mid Buchanan Elementary

From: [Dawn Smith](#)
To: [1490Comments](#)
Subject: Proposed Standards
Date: Thursday, March 03, 2016 4:21:06 PM

To Whom it May Concern,

My name is Dawn Smith and I teach third grade at Mid- Buchanan Elementary in Faucett, MO. I believe the proposed standards are easier to understand and therefore will help teachers be able to know what to teach. The new proposed standards are broken down more into exact topics that need to be taught. They also bridge the standard across grade levels and are broken apart to teach little by little. The Common Core includes less standards, but do not include everything that needs to be taught specifically. I believe the proposed standards are better than the current Common Core Standards.

Thank you,
Dawn Smith

From: [Amanda Haynes](#)
To: [1490Comments](#)
Subject: Standards
Date: Thursday, March 03, 2016 4:23:58 PM

It is developmentally appropriate to expect 5th graders to know the meaning of English words, however, it is expecting too much for students to know where the word originated from. (Standard Grade 5: Reading 1Ba)

What is the expectation of sustained period of time for independent reading in all grades? (Standard: Grading 1D)

Looking at the writing standards, what is the expectation for a single setting? Should be paper be single or double spaced? (Grade 5, 1Db)

From: [Molly Tanner](#)
To: [1490Comments](#); rob.schaaf@house.mo.gov; [Galen Higdon](#)
Subject: Proposed Standards Comments
Date: Thursday, March 03, 2016 4:33:13 PM

My name is Molly Tanner, and I teach third grade at Mid-Buchanan Elementary School in Faucett, MO. We were given the link to the proposed standards to review for our grade levels and asked to provide our honest, professional opinions. After reading over the proposed standards for Missouri's third grade students, I must say I was very pleased!

The proposed standards are written in a way that is easy to read and understand. This was not the case with Common Core. Also, Common Core contained an overwhelming and unrealistic amount of skills that my young students were expected to become proficient in. This caused many teachers, myself included, to feel as though we were being forced to focus on quantity rather than quality. Instead of being able to instruct, practice, and become proficient in a certain skill, students were having to rush through these skills in order to cover those required skills prior to MAP Testing time. I for one felt as though my students were getting a little bit of a little bit, and were not able to truly learn and understand these skills, nor were they retaining the information for future use.

In my opinion, the proposed standards have not only been broken down and written in a very user-friendly way. More importantly, the standards have been broken down and spread out throughout the grade levels in a way that the skills will be introduced at an appropriate grade level, and then built upon throughout the years following. This will allow teachers to have more time for quality teaching, which will in turn give students the time necessary for quality learning.

Thank you for taking the time to listen to my opinions regarding this matter. This is very important to me, not only as a teacher, but as a parent.

Sincerely,

Molly L. Tanner
3rd Grade Teacher
Mid-Buchanan R-V School District
mtanner@midbuchanan.k12.mo.us

From: [Mary Beth Green](#)
To: [1490Comments](#); Rob.Schaaf@house.mo.gov; [Galen Higdon](#)
Subject: proposed standards
Date: Thursday, March 03, 2016 4:34:28 PM

After reviewing the proposed reading standards, I would say that I prefer them to the current common core standards. They are written in a more user-friendly way and are broken down in to a much more manageable structure. I also think they are more developmentally appropriate for the grade level.

Sincerely,

Mary Beth Green
3rd grade teacher
Mid-Buchanan R-V

From: [Lorna White](#)
To: [1490Comments](#)
Subject: state standards--5th grade specifically
Date: Thursday, March 03, 2016 5:19:11 PM

To Whom It May Concern:

Thank you for seeking our input on this important issue..

I am a 5th grade teacher, I have taught for 24 years. I do not pretend to have a perfect knowledge of all standards, past and present, but I feel I can speak accurately about a 5th grade child's ability to accomplish learning tasks and the amount of learning time it takes to accomplish this. After briefly reviewing the standards, I would like to ask you to please consider the following three points in reference to the new standards being proposed this month.

1-I don't have a problem with the items included, they are generally within a fifth grader's capability. However I have a HUGE problem with the volume of what seems to be expected in the 174 school days we have. I don't feel the volume of what is in this document is in any way realistic. Each time a new document comes out there are more and more concepts that we are expected to teach. It is simply too much. For example, in the past few years the poetry and myths have been added. Additional figurative language and applications have been added to our requirements. Please realize that a 5th grader can learn to determine author's purpose and to analyze whether the author was successful, but this takes time and a lot of practice especially for students who struggle in school. In the document it says a fifth grade should be able to type 2 pages in one sitting. If this is what we want them to do, we can do that, but it will certainly be at the expense of other learning objectives. We have choices to make. What is most important?

2-Language. I will teach these concepts in 5th grade vocabulary. Fifth grade language is different than the language of the document. However, I am concerned at the vocabulary that assessment will contain. If these do not match up students will appear not to know information they actually learned.

3-Curriculum-If this is important enough to assess, give us the materials. If it is unreasonable to provide it for us, then identify where districts can get materials that meet the standards. As a teacher I am willing and able to effectively teach students to read and analyze material from multiple sources. I do not have time to find these kinds of materials over and over. Also, with this amount of material, it should not be a guessing game. If I need to teach Greek and Latin roots, fine--which ones? If students need to be able to identify foreshadowing, then provide excellent examples of grade appropriate literature to use. If effective materials can not be identified and/or provided to classrooms at the same time the standards are given and assessments are put in place, then we need to rethink what we are doing.

Thank you,
Lorna White
5th grade
Leeton RX School District

From: [Jenny Widman](#)
To: [1490Comments](#)
Subject: Comments for the proposed new math standards
Date: Thursday, March 03, 2016 5:44:16 PM

Hello.

I am writing to comment specifically on 2 points regarding the proposed Missouri Learning Standards in Mathematics.

1. The Standards for Mathematical Practice set forth through the National Council of Teachers of Mathematics are no longer in our proposed Missouri standards. These practices have made many teachers think critically about teaching mathematics in different ways. The expectations for students have been raised and these Standards for Mathematical Practice need to be front and center for our students and our teachers!
2. I am concerned about the formatting of these proposed standards. If the purpose of the new format was to show progressions, this was achieved. For example look at the Geometry and Measurement. In K on page 22 Working with Time and Money is addressed. Working time and money for 1st and 2nd grade should be aligned with K. This will not help our teachers on alignment between grade levels. The standards that are in the same row should be in the same strand of learning.

Thank you.

Jenny Widman
Teaching & Learning Coach
Meadowbrook Elementary

From: [Boyer, Angela](#)
To: [1490Comments](#)
Cc: [Scott, Karen](#); [Carson, Craig](#); [Poivre, Ann](#); [Mast, Amanda](#); [Dunn, Amy](#)
Subject: Proposed Standards Comments
Date: Thursday, March 03, 2016 5:44:59 PM

Good afternoon,

As requested by our district leaders, we have taken time to carefully review the most recent copy of proposed standards for ELA. As a group of literacy coaches K-4, we would like to provide the following notes about our thoughts on the standards:

1. Reading 1A.d- reconsider the progression from 1st-3rd grade to include:
1st- retelling a story's beginning, middle, and end
1st- OMIT f- recognizing beginning, middle, and end
2nd- KEEP retelling a story's beginning, middle, and end including fables and folktales determining their central message, lesson, or moral
3rd- **summarizing** beginning, middle, and end including main ideas (including fables and folktales...) or something to highlight the aspect of summarizing (which will be parallel to other sections that promote summarizing in gr. 3.)
2. Reading 1B.a- using common AFFIXES to figure out the meaning of a word- suggestion: affixes changed to prefixes and suffixes (there are various affixes that could complicate this if affixes remains the wording)
3. Reading 1B 1st-3rd grade- h./f./l all focus on SHADES OF MEANING but are complicated due to wording

****We LOVE Reading 1C- the wording and the progression is spot on.**

4. Reading 2A.- will the 2nd and 3rd grade term "myth" be applied legends and then 5th would include Greek and roman mythology...what does this wording entail? When will teaching mythology truly begin? We have had difficulty finding grade-level appropriate resources for FOURTH graders to read and comprehend mythology based on current standards, so are concerned about this moving up in the progression.
5. Reading 3A & 3B & 3C- How does the description on the top of the page match the standards below? There are multiple random ideas underneath this part...is it nonfiction based for this page of standards (narrative nonfiction sounds ok, but opinion nonfiction- is that a type?). Overall, there is confusion on that page around the word nonfiction and informational and the bold heading....the 3C standards seem to fit well under text structures and could be found in more than just nonfiction.

****Writing- bulleted points and organization are helpful and make the standards very clear. ☺**

6. Writing 2A- Grade 3 d and e- direct quotation and reference the name of the author- start this in grade 4?

Writing 2B 3rd d. this wording to include quoting may be more fitting.

Writing 3A- d., i., and j. jumping into full citations and quotations in research without support- concerning and not age-appropriate?

suggestion: 3A 3rd j.- Cite resources used author and title only with support

7. Language 1A K d- express time and space- what does this mean?

We hope you find our feedback to be helpful in the process of revising and clarifying the new proposed standards.

Sincerely,

Amy Dunn, Amanda Mast, Ann Poivre, and Angela Boyer
Ozark Schools

From: [Kimberly Huff](#)
To: [1490Comments](#)
Subject: updated proposed standards: Request to revise
Date: Thursday, March 03, 2016 5:47:54 PM

After reviewing the proposed standards, I have a concern with the 6th-12th grade English Language Arts proposed standards. My concern is that the area of language is barely mentioned (only in the revising and editing section of Writing) and does not define nor provide guidelines for "standard English grammar" to be taught at any of these levels. I feel more attention should be given to the area of "language," and specific areas should be addressed as to which grade level will cover which language standards and state any specific emphasis to be given within the writing process.

Thank you,
Kimberly Huff

From: [Amanda Arens](#)
To: [1490Comments](#)
Subject: new standards
Date: Thursday, March 03, 2016 7:01:07 PM

Amanda Arens
Arens Consulting
Educational Literacy Consultant

To whom it may concern:

Missouri is about to become a laughing stock. We are moving in the wrong direction toward a set of standards that are poor at best and ridiculous in reality. The legislature has made the children of this state a pawn they will manipulate to show they can win. But we will *all* lose if these standards are adopted.

There is no sound educational reason for the writing of the new ELA standards. The idea of having a common standard and expectation across states is logical and necessary. We are a mobile society and the thought that if a child is moved across state lines he will now have a whole new set of expectations to learn is illogical and punitive. Why have we chosen to punish children in this way?

In addition, the new standards being presented are not well written or vertically articulated. Instead of having ten reading standards (both in literature and informative text) that cause us to dig deep and work harder, we have a HUGE number of standards that push us back into coverage mode, not learning mode.

I am in my 27th year as an educator, and I have spent the last 14 years working as a literacy consultant, both in Missouri and across the country. Since 2010, I have done a tremendous amount of work supporting schools and teachers as they learn the ELA Common Core Standards, write and map curriculum to align with the standards, and implement best practice instruction. It is difficult and time consuming, but it is also worth the work.

For districts in Missouri that have done what they were asked – implement the CCSS, align curriculum, teach differently, pay attention to rigor, etc. – the idea of ANOTHER new set of standards is worse than a slap in the face. The time, money, resources and stress the teachers have survived seems now to have been a waste. Those districts that were happy with status quo, changing nothing, learning nothing, not worrying about improving, are being rewarded in a huge way.

We already have too many highly qualified people leaving our profession because it is hard, stressful work. A move like this will cause others to make the same decision. Why are we pushing people out? Is it so our legislature can continue to gloat and say, “look what we did,”

without even knowing what the CCSS really was and how it worked?

I have seen the ads of those campaigning that the Common Core takes away local control and the social media posts that share the idea that there is such a thing as a common core lesson. Those who are making the decisions should know better. There is no excuse.

If the real issue was with the assessment, why didn't we have these committees spend their time and resources developing a new assessment that aligned with the Missouri Learning Standards (CCSS)? If there were those that felt a few things were missing from the CCSS, every state had the option to add 15% more to the standards. Why didn't we start there? And by the way, I have asked quite a few teachers if they like the MAP test when we gave it. I have not yet found one that did and that was a Missouri developed assessment aligned with Missouri expectations. You see, standardized tests are not the best measure no matter who develops them. Unfortunately, we don't know yet what or how to replace them as a measure of learning.

I am most afraid it is too late in the process to stop this awful decision from being made. But I implore you, the State Board of Education, to recommend the new standards NOT be implemented in Missouri. It is time to stand up and make a decision that is right for children.

Sincerely,
Amanda Arens

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From: [RONDA OLSON](#)
To: [1490Comments](#)
Date: Thursday, March 03, 2016 7:57:11 PM

I think the changes made to the Math Standards were minimal and will be easy to continue to teach with little disruption. That is not true for the changes made in the ELA Standards. I think the ELA Standards should NOT be changed, because it will make for another huge transition and gaps in student learning. Also, many districts have painstakingly written curriculum around the standards with highly engaged lessons to enhance student learning. Now districts will have to shell out more money for curriculum/lesson writing and where is the money going to come from? Why change if it is not broken?

From: [Jean Cox](#)
To: [1490Comments](#)
Subject: proposed standards
Date: Thursday, March 03, 2016 8:08:42 PM

After reviewing the standards, I have great concerns about the school's financial ability to be able to supply resources to teach so many changes. What are teachers to use to teach the engineering components? How are teachers to supply instruction in standards that they have no training in? There is no way to supply enough professional development to adequately train teachers. I understand progressive thinking but it is too much change too quickly. I think these changes need to be redone with common sense in mind.

From: [Dan Quinlan](#)
To: [1490Comments](#)
Subject: 6-8 Science Grade-level expectation proposal comments
Date: Thursday, March 03, 2016 9:44:37 PM

To whom it may concern:

First, I would like to applaud the move to fewer expectations/concepts in the middle school science curriculum. However, in the effort to reduce the number have you made them too broad to fairly and consistently interpret?

The 6-8 Science grade-level expectations are basically the NGSS standards with few modifications and less direction. I hope that the next draft or final draft will include more clarification on some of the expectations as some of them can be interpreted so broadly that, in my opinion, no standardized (i.e. MAP) assessment can fairly test a student's understanding of that expectation without a lot of "performance events". Will the final document include clarification statements and assessment boundaries for each expectation/concept?

I'm choosing to not comment on individual standards as I've done so in early commenting opportunities. However, I think there needs to be some careful review on the wording of some of the standards as well as whether each standard is brain-development appropriate at the middle school level.

Several "expectations" are listed under more than one concept. Will there be a "sub-expectation" that will clarify why it's written verbatim under more than once concept? Will expectations that are listed under more than one concept be assessed more?

My biggest concern, however, is the fact that all of the expectations are written as "middle school 6-8" with no guidance of what grade level each concept/expectation should be learned. Every school district in the state is going to teach these concepts in different grade levels and in different orders. The current grade level expectations--that are classified as a 6, 7 or 8th grade concept--are frustrating enough when students move from one district to another. Every time I have a new student enroll in our class, I ask them what they've been studying at their prior school(s). Inevitably, the school they have moved from teaches the units in a different grade level than specified/recommended in the current grade level expectations. This results in students having major "holes" in their science knowledge base that can't be made up. These students then score lower on those concepts on the state assessment. This is unfair to the student who did not have a chance to learn those concepts (because every district designed their curriculum different) and also to the school district that is getting that student's score on their MAP/APR data. Please give districts guidance on what grade level each of these expectations should be taught. Not every district will agree or follow them but it should make science education a little more consistent across the state if guidelines are at least provided. It's already hard enough for students to be tested over three years of concepts.

In conclusion, no matter how the final draft of these expectations ends up looking, please construct a document that shows the connection between the old grade level expectations and the new expectations. A simple table showing a new expectation and the old expectation it is replacing and a list of expectations that are brand new as well as a list of ones that have been "deleted". This document would save a lot of time for curriculum coordinators in every

district in the state and ease the transition to the new standards.

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